District Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement

EVERY CHILD

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KENTUCKY DEPARTMENT OF EDUCATION

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PREFACE

This publication is one of a number of tools available to help schools forge a path leading to success. This tool is a companion document to the *School Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement*. Together, these two documents allow schools and districts to identify opportunities for improvement and provide guidance for maximizing those opportunities through planning and the development of school and district improvement plans.

To order copies of the *School* or *District Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement*, visit the Kentucky Department of Education Online Bookstore at **http://www.education.ky.gov/KDE/HomePageRepository/Publications/ KDE+Bookstore.htm** or call (502) 564-3421.

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ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1 CURRICULUM **1.1a** **There is evidence that the curriculum is aligned with the *Academic Expectations, Core Content for Assessment, Transformations* and the *Program of Studies.*** **Examples of Supporting Evidence:** • State and local curriculum documents • Curriculum maps • Staff member, student and parent/family member interviews • Local board of education policies • Local board of education meeting agenda and minutes • Skills standards documents • Professional resource materials • District support plan for schools in assistance	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership assists school leadership to extend their curriculum at developmentally appropriate levels to include such things as college level courses or special opportunities for students to expand their knowledge and abilities in areas such as technology, the arts and the humanities.	◆ **District leadership ensures that all curriculum documents in district schools are based on and aligned with the current content standards contained in the *Academic Expectations, Core Content for Assessment, Transformations* and the *Program of Studies.***	◆ District leadership ensures that curriculum documents in district schools are based on some of the current content standards contained in the *Academic Expectations, Core Content for Assessment, Transformations* and the *Program of Studies.*	◆ District leadership does not ensure that curriculum documents in district schools are based on and aligned with the current content standards contained in the *Academic Expectations, Core Content for Assessment, Transformations* and the *Program of Studies.*

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1b **The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).** **Examples of Supporting Evidence:** • Local and state curriculum documents • Documentation of professional development days/release time • School and district curriculum committee meeting minutes • School council policies • School council meeting agenda and minutes • School and district staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership provides direct support for a process that brings school staff members together in each school each year to review curriculum to ensure curriculum standards are clearly articulated across all content areas at each grade level. ◆ District leadership provides direct support for a process that brings school representative staff together from all schools each year to review their respective curricula to ensure continuity as students move from one school to another.	◆ **District leadership initiates and facilitates continuing discussions among district school staff members to ensure state and local curriculum standards are carefully planned and sequenced between grades levels P-12 and within grade levels P-12.** ◆ **District leadership initiates and facilitates continuing discussions between feeder/receiver schools to ensure vertical articulation among schools.**	◆ District leadership occasionally initiates and facilitates discussions among school staff members to address curriculum articulation. ◆ District leadership does not regularly facilitate discussions between feeder/receiver schools to ensure vertical articulation.	◆ District leadership does not initiate or facilitate discussions of curriculum articulation among school staff members. ◆ District leadership does not initiate or facilitate discussions of vertical articulation between feeder and receiver schools.

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	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1c **The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.** **Examples of Supporting Evidence:** • Curriculum documents and curriculum maps • School and district curriculum meeting minutes • Documentation of professional days/release time • School council policies and meeting minutes • School and district staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:** ♦ The board of education adopts a policy to promote curriculum alignment and reviews regular reports on alignment progress. The district provides support and follow-up to ensure implementation of the policy.	♦ **District leadership, in consultation with schools develops, communicates and implements a systematic process to eliminate unintentional curricular overlaps and close gaps.**	♦ District leadership has developed, but not fully implemented, a process to eliminate unintentional curricular overlaps and close gaps.	♦ District leadership makes no attempt to reduce curricular overlaps and close gaps.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** Limited development or partial implementation	**1** Little or no development and implementation
1.1d **There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).** **Examples of Supporting Evidence:** • School council policies and meeting minutes • Individual Learning Plans • Curriculum documents • School and district staff member interviews • District and school committee meeting minutes and agenda • Guidance materials	Meets criteria for a rating of "3" on this indicator plus: ◆ District leadership has a district-wide meeting annually to discuss transition points between grades and schools to ensure there are no curriculum gaps or overlaps. ◆ District leadership provides special resources (e.g., stipends, substitutes, materials, transportation) to support any work that might be needed to address transition issues identified by schools in the district.	◆ **District leadership regularly facilitates discussions within and between schools to identify key curriculum transition points.** ◆ **District leadership facilitates discussions within and between schools to address and resolve curriculum issues at key transition points.**	◆ District leadership occasionally facilitates discussions within and between schools to address key curriculum transition points, but the process is not systematic or sustained. ◆ District leadership occasionally facilitates discussions within and between schools to address and resolve curriculum issues at key transition points.	◆ District leadership does not facilitate discussions within or between schools to identify key curriculum transition points. ◆ District leadership does not facilitate discussions within and between schools to address and resolve curriculum transition issues.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1e **The school curriculum provides specific links to continuing education, life and career options.** **Examples of Supporting Evidence:** • School council policies and meeting minutes • Individual Learning Plans • Curriculum documents • School and district staff member interviews • District and school committee meeting minutes and agenda • Guidance materials/documentation addressing career and continuing education opportunities	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District and school leadership collaborate to provide experiences for students district wide (e.g., career planning fair, college fair, career majors) that expose students to a variety of post-secondary education and career options. ◆ The district supports learning opportunities in schools and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) where students can apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens. ◆ Local board of education policy requires district staff to monitor the Individual Learning Plans for 6th –12th grade students to ensure they are current and meet all the requirements of the state regulation.	◆ **District leadership ensures that the curriculum of every school has intentional connections (e.g., dual credit courses, articulation agreements, early college courses) to familiarize all students with a variety of post-secondary education and career options.** ◆ **District leadership ensures that school leadership implements a curriculum that integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that prepares all students to be self-sufficient and productive citizens.** ◆ **The district ensures that each student in grades 6-12 has an Individual Learning Plan that is developed collaboratively by the student, parents and advisor and is implemented properly.**	◆ District leadership does not systematically review the school curriculum of each school to ensure it has connections that provide post-secondary education and career options. ◆ District leadership does not systematically examine the curriculum of each school to ensure it includes opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens. ◆ District leadership does not systematically monitor or review Individual Learning Plans to ensure every student grades 6-12 has one and it is being properly implemented.	◆ District leadership does not review school curricula to ensure they have connections to post-secondary education and/or career options. ◆ District leadership does not review school curricula to ensure they provide opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens. ◆ District leadership does not ensure district schools have Individual Learning Plans for students in grades 6-12.

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	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1f **There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Local board of education policies and procedures • School and district curriculum committee meeting minutes • School and district staff member and parent school council member interviews	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership helps school councils analyze student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions. ◆ District leadership initiates and facilitates collaboration among schools within the district to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curriculum and to ensure that school staff members are cognizant of the most up-to-date curricular trends. ◆ Designated district staff members provide information to schools to ensure all school staff members are cognizant of the most up-to-date curricular trends. ◆ District leadership collaborates with other districts in sharing processes for monitoring, evaluating and reviewing the curriculum. Potentially useful processes obtained from others are discussed with the district wide curriculum committee.	◆ **The local board of education has written policies and district leadership implements procedures to address curriculum issues in each school.** ◆ **District leadership has reviewed each school council policy to ensure each council has adopted a curriculum policy and school leadership has implemented procedures to address curriculum issues.** ◆ **District leadership monitors each school's curriculum and facilitates ongoing revision as needed.** ◆ **There is a district wide curriculum coordinating committee that facilitates discussions of curricular issues and develops collaborative processes to address them.**	◆ The local board of education has a written policy but the district leadership has not developed specific procedures to address curriculum issues in each school. ◆ District leadership provides some assistance to help school councils develop a curriculum policy, but has not ensured a policy is adopted or procedures to address curriculum issues is developed or implemented in every school. ◆ District leadership encourages schools to examine and revise their curriculum but does not monitor the process. ◆ District leadership occasionally engages in collaborative discussions of curriculum issues at the district level, but they are not regularly scheduled events.	◆ The local board of education does not have a curriculum policy. ◆ District leadership does not ensure each school has a curriculum policy and procedures to implement it. ◆ District leadership does not assist schools in the revision and updating of their curriculum. ◆ District leadership does not have collaborative discussion of curriculum issues at the district level.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1g **The curriculum provides access to a common academic core for all students.** **Examples of Supporting Evidence:** • Curriculum documents • Units of study/lesson plans • Individual student schedules • Student handbook • Individual education plans/504 plans • Student and family member, school and district staff member interviews • Individual Learning Plans • Master school schedules • Course syllabi • Local board of education and school council curriculum policy	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership encourages and supports school efforts to provide learning opportunities that extend beyond the curriculum content and expectations found in Kentucky's current curriculum documents. Examples of learning opportunities are field experiences, shadowing and apprenticeships.	◆ **District leadership ensures that all students have access to and are enrolled in classes in a core curriculum that is aligned with the current Kentucky's Academic Expectations, Program of Studies and Core Content for Assessment.**	◆ District leadership states that all students should be able to enroll in all classes offered in the core curriculum, but district staff members are not certain all students actually enroll in these classes rather than in courses that are academically less rigorous than those offered in the core curriculum.	◆ District leadership makes no attempt to ensure that all students are placed in courses that meet the expectations set forth in state curriculum documents.

ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1 EVALUATION/ ASSESSMENT **2.1a** **Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.** **Examples of Supporting Evidence:** • Samples of classroom assessments • Samples of student work products • School and district staff member interviews • Walkthrough observation data • *Core Content for Assessment* • Meeting agenda and meeting minutes • Individual Professional Growth Plans	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership encourages and supports assessments that are interdisciplinary and multi-modal. ◆ District leaders in collaboration with school leadership and staff have developed and implemented a district-wide classroom assessment program to ensure continuous student progress throughout the district. ◆ District leadership provides a platform for district wide sharing of classroom assessments and facilitates access to the assessments through the use of technology. ◆ District leadership provides school leadership with timely information and resources from both state and national sources to assist teachers in designing classroom assessments aligned with the current *Core Content for Assessment*.	◆ **District leadership provides the support required for all schools to implement classroom assessments that are aligned with the current *Core Content for Assessment*.** ◆ **District leadership ensures that all school councils address classroom assessment in appropriate policy and include classroom assessments in the data they review for required planning.** ◆ **District leadership provides on-going assistance to teachers in all schools to create building-level competence in designing powerful classroom assessment tasks that are intentionally standards-based, rigorous and authentic.** ◆ **District leadership regularly monitors classroom assessments to ensure they are intentionally standards-based, rigorous and authentic, and require students to use inquiry, problem-solving and critical thinking skills at a proficient level.**	◆ District leadership offers limited assistance to schools to help them implement classroom assessments that are aligned with the current *Core Content for Assessment*. ◆ District leadership ensures that all school councils have a classroom assessment policy, but does not ensure the policy requires frequent assessments and its procedures are always followed. ◆ District leadership attempts to create building-level competence in the design of powerful classroom assessments, but does not have a plan or a program to bring it about. ◆ District leadership occasionally reviews classroom assessments and student work to ensure it is rigorous and of high quality.	◆ District leadership provides no assistance to schools to help them implement classroom assessments that are aligned with the current *Core Content for Assessment*. ◆ District leadership has not determined that all school councils have a policy that addresses classroom assessments. ◆ District leadership has not attempted to develop building-level competence in the design of powerful classroom assessments. ◆ District leadership does not monitor classroom assessment practices or products.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1b **Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.** **<u>Examples of Supporting Evidence:</u>** • Samples of classroom assessments • Samples of student work products • Central office staff member and school staff member interviews • Walkthrough observation data • *Core Content for Assessment* • Samples of professional resource materials for analyzing student work and creating authentic assessments • Curriculum and other committee meeting agenda and meeting minutes	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership enables teachers within and across all content areas to collaboratively design appropriate authentic assessment tasks that are aligned with the current *Core Content for Assessment* and informed by current research.	◆ **District leadership provides ongoing opportunities and resources for teachers to collaboratively design authentic assessment tasks that are aligned with the current Core Content for *Assessment*.**	◆ District leadership sometimes collaborates with teachers to design authentic assessment tasks, but the assessments are not always rigorous or aligned with the current *Core Content for Assessment*.	◆ District leadership rarely or never collaborates with teachers to design authentic assessment tasks.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1c **Students can articulate the academic expectations in each class and know what is required to be proficient.** **Examples of Supporting Evidence:** • Student and family member, school and district staff member interviews • School audit/review reports • Rubrics • Student work with rubrics and identified performance expectations identified in common skill areas • Student journals/learning logs • Classroom displays • Walkthrough observations • Perception survey results • Student questionnaire data	Meets criteria for a rating of "3" on this indicator plus: ◆ District leadership works with school leadership and staff members to develop clearly articulated rubrics that illustrate for students, in a variety of ways, what they need to know and be able to do to be proficient in all content areas.	◆ **District leadership monitors schools to determine if students can articulate the academic expectations in each class and if they know what is required to be proficient in all content areas.**	◆ District leadership rarely monitors schools to determine if students can articulate the academic expectations in each class and if they know what is required to be proficient in all content areas.	◆ District leadership does not monitor schools to determine if students can articulate the academic expectations in each class or if they know what is required to be proficient in all content areas.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1d **Test scores are used to identify curriculum gaps.** **Examples of Supporting Evidence:** • School and district staff member interviews • Comprehensive district improvement plan • Student Performance Level Descriptions • Classroom evaluation data • Protocols for analyzing student work • Appropriate committee meeting minutes • Career and technical education profile • Kentucky Performance Report disaggregated data • School board policy	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership works directly with school leadership and staff to systematically analyze data from a broad range of assessments, including classroom assessments, to help them identify weaknesses in the curriculum.	◆ **District leadership requires school leadership to regularly examine the results of multiple kinds of assessments to identify curriculum gaps.**	◆ Only district leadership analyzes data from state and national assessments to identify curriculum weaknesses. School leadership is advised of specific core content that appears not to be adequately taught based on these data.	◆ District leadership does not use test scores to identify gaps in the curriculum of schools in the district.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1e **Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.** **<u>Examples of Supporting Evidence:</u>** • Comprehensive school improvement plan • Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides • Documentation of professional development days/release time • Units of study/lesson plans and the accompanying assessment tasks • Staff member and student interviews • Student questionnaire data	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership works directly with teachers to design ways students can demonstrate learning based on multiple intelligences and preferred learning styles. ◆ District leadership encourages and supports the practice of regularly analyzing the results of multiple forms of assessments to evaluate the effectiveness of specific instructional practices, programs and materials.	◆ **District leadership systematically reviews schools' use of multiple assessments to ensure assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.** ◆ **District leadership expressly communicates the expectation that teachers regularly analyze the results of multiple forms of assessments to improve their effectiveness with students who did not initially master the content.**	◆ District leadership does not systematically review teachers' use of multiple assessments specifically designed to provide meaningful feedback on student learning for instructional purposes. ◆ District leadership does not systematically communicate the expectation that teachers should regularly analyze multiple forms of assessments to evaluate their effectiveness with all students.	◆ District leadership does not review teachers' use of multiple assessments specifically designed to provide meaningful feedback on student learning for instructional purposes. ◆ District leadership does not communicate the expectation that teachers regularly analyze multiple forms of assessments to evaluate their effectiveness with all students.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1f **Performance standards are clearly communicated, evident in classrooms and observable in student work.** **Examples of Supporting Evidence:** • Example of assessment tasks with rubrics and student work • Student performance standards • Student, school and district staff member interviews • Rubrics posted in classrooms • Walkthrough observation data • Student Performance Level Descriptions	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership works with school leadership to ensure that Student Level Performance Descriptions are clearly communicated and observable in student work in every school.	♦ **District leadership regularly monitors schools to ensure that Student Level Performance Descriptions are clearly communicated, evident in classrooms and observable in student work in every school.**	♦ District leadership determines that Student Level Performance Descriptions are not clearly communicated, evident in classrooms and observable in student work in all schools, but does not address the issue with school leadership.	♦ District leadership does not ensure that Student Level Performance Descriptions are clearly communicated, evident in classrooms and observable in student work in every school.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1g **Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.** **Examples of Supporting Evidence:** • Local board of education policies • Testing schedules • Examples of communications about the state assessment • District and school staff member, student and parent/family member interviews • Signed Administration Code documents	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership has a process for ongoing monitoring of and assistance for the ethical administration of the state's assessment and accountability system. ♦ District leadership monitors the implementation of the policies and operational procedures that address the state's assessment and accountability system.	♦ **District leadership ensures all persons involved in the state assessment process are trained on the administration of and ethical procedures for the state assessment program (e.g., testing practices, testing schedule, inclusion of special populations).** ♦ **The local board of education adopts policies and school and district leadership implement operational procedures that address the administration and ethics of the state's assessment and accountability system.**	♦ District leadership conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program. ♦ The local board of education addresses the state's assessment and accountability system in their policies or operational procedures, but they are not generally understood or implemented at all schools.	♦ District leadership distributes copies of the administration and ethics procedures of the state assessment program to school leadership and staff. ♦ The local board of education does not have policies or operational procedures that address the state's assessment and accountability system.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1h **Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.** **Examples of Supporting Evidence:** • Staff member and student interviews • Samples of classroom assessments • Student working folders/portfolios • Results of analysis of student work • Student Performance Level Descriptions • Documentation of professional development days/release time	Meets criteria for a rating of "3" on this indicator plus: ◆ District leadership, in collaboration with school leadership and staff, actively participates in the process of analyzing student work. ◆ District leadership provides opportunities and participates in activities for teachers to acquire and master the knowledge and skills required to analyze student work. ◆ District leadership monitors and provides feedback on teacher practices to ensure they regularly analyze student work to inform teaching and learning.	◆ **District leadership formally communicates an expectation that all teachers are to analyze student work to improve their instruction and inform curriculum decisions.** ◆ **District leadership provides opportunities for teachers to acquire and master the knowledge and skills required to analyze student work.** ◆ **District leadership monitors teacher practices to ensure they regularly analyze student work to inform teaching and learning.**	◆ District leadership has not formally communicated an expectation that all teachers analyze student work to improve their instruction and inform curriculum decisions. ◆ District leadership has provided an opportunity for some teachers to acquire and master the knowledge and skills required to analyze student work, but not all current teachers in all schools have been given this opportunity. ◆ District leadership expects school leadership to monitor teacher practices regarding the analysis of student work to inform teaching and learning.	◆ District leadership has not communicated an expectation that all teachers should analyze student work to improve their instruction and inform curriculum decisions. ◆ District leadership has not provided an opportunity for any teacher to acquire and master the knowledge and skills required to analyze student work. ◆ Teacher practices regarding the analysis of student work to inform teaching and learning is not monitored by either district or school leadership.

ACADEMIC PERFORMANCE STANDARD 3 - INSTRUCTION

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1 INSTRUCTION **3.1a** **There is evidence that effective and varied instructional strategies are used in all classrooms.** **Examples of Supporting Evidence:** • Walkthrough observations • Student and family member, school and district staff member interviews • Student questionnaire data • Perception survey results • School council policies	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership provides a variety of resources to schools to enhance the ability of teachers to learn about and implement in their classrooms a broad variety of effective, student-centered, culturally responsive, research-based instructional strategies.	◆ **District leadership monitors instructional practices in all schools to ensure effective and varied instructional strategies are used in the classroom.**	◆ District leadership urges school leadership to ensure teachers use effective and varied instructional strategies in their classrooms, but does not monitor the extent to which it occurs.	◆ District leadership has little or no awareness of the instructional strategies used in classrooms.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1b **Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.** **Examples of Supporting Evidence:** • Lesson plans/units of study • Course syllabi • Professional development logs • Committee meeting minutes and agenda • Staff member and student interviews • Walkthrough observation data • Professional resources and materials • Current curriculum documents	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership collaborates with school leadership to help all teachers design and select instructional strategies that are appropriate to the unique learning needs of each child.	◆ **District leadership implements a plan with school leadership to provide support, including resources and opportunities, to align instructional strategies and learning activities with student learning goals and assessment expectations.**	◆ District leadership occasionally assists school leadership with resources to align instructional strategies with student learning goals and assessment expectations.	◆ District leadership does not provide support to the schools in the alignment of instructional strategies with student learning goals and assessment expectations.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1c **Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.** **Examples of Supporting Evidence:** • Walkthrough observations • Lesson plans/units of study • Committee meeting minutes and agenda • Student and family member, school and district staff member interviews • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District and school leadership collaborate to design a systematic process for ongoing monitoring of the effectiveness of instructional strategies and activities in meeting the unique needs of each school's diverse student population.	◆ **District and school leadership collaborate to monitor the use of instructional strategies and to provide opportunities for teachers to plan and modify instruction to meet student learning needs based on the results of the monitoring process.**	◆ District leadership expects school leadership to monitor classroom instruction to determine that teachers plan and modify instruction to meet the unique needs of a diverse student population, but offers limited support to assist in the monitoring process.	◆ District leadership does not monitor classroom instruction to determine that the unique needs of a diverse student population are met.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1d **Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.** **Examples of Supporting Evidence:** • Walkthrough observation data • Local Educator Assignment data report • No Child Left Behind highly qualified teacher report • Kentucky Performance Report Student Questionnaire	Meets criteria for a rating of "3" on this indicator plus: ◆ District leadership recruits and provides financial incentives to teachers who are either already National Board Certified or who agree to immediately seek such certification. The local board of education and district leadership assists school leadership in this effort. ◆ District leadership supports teachers seeking National Board Certification or other forms of professional recognition in their designated fields. ◆ Teachers and administrators collaborate in a district-wide professional development program, including coaching and mentoring, that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.	◆ **District leadership intentionally recruits and retains a diverse teaching staff of highly qualified personnel certified to teach in their assigned areas and/or grade levels.** ◆ **District leadership ensures that all teachers are appropriately certified.** ◆ **District leadership ensures that all teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.**	◆ District leadership recruits personnel certified to teach in their assigned areas and/or grade levels, but recruitment is not intentionally focused on hiring a diverse and highly qualified professional staff. ◆ District leadership provides limited oversight to ensure that all teachers are appropriately certified. ◆ District leadership does not systematically ensure that all teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.	◆ District leadership has no intentional focus on recruiting and retaining a diverse staff. ◆ District leadership does not ensure that all teachers are appropriately certified. ◆ District leadership does not ensure that all teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1e **There is evidence that teachers incorporate the use of technology in their classrooms.** **<u>Examples of Supporting Evidence:</u>** • Lesson plans/units of study • Perception survey results • Student and staff member interviews • Walkthrough observations • District technology plan • School council policy • Samples of student work and products	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership encourages principals to collaborate with teachers to research the effectiveness of various instructional technology systems and select those with the greatest potential of enhancing student achievement. ◆ District leadership requires school councils to justify how requested technology will enhance instruction and improve student learning. ◆ District leadership requires school leadership to provide assurances that all teachers and staff using the technology will have or secure the knowledge and skills required to make the most effective use of the technology or technology-based program.	◆ **District leadership ensures that all school councils have established a policy and school leadership has implemented procedures that define and evaluate the effective use of technology in instruction.** ◆ **District leadership monitors the use of technology to ensure that it is readily available and equitably accessible to all students.** ◆ **District leadership monitors the use of technology in all schools to ensure teachers are using it effectively for instructional purposes.**	◆ District leadership has assisted school councils in development of a policy on technology use in instruction, but does not monitor to ensure its proper implementation. ◆ District leadership has an equitable procedure for allocating technology resources, but does not determine if it is distributed equitably within all schools or that all students have easy access to it. ◆ District leadership relies solely on school leadership to ensure teachers are using technology effectively for instructional purposes.	◆ District leadership has not determined if all school councils have established a policy or if the leadership in all schools has implemented procedures that define and evaluate the effective use of technology in instruction. ◆ District leadership does not concern itself with how schools choose to deploy technology. ◆ District leadership does not assume any responsibility for how teachers use the available technology.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1f **Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.** **Examples of Supporting Evidence:** • Textbooks/instructional resources purchasing plan/curriculum documents • Perception survey results • Student and family member, school and district staff member interviews • Walkthrough observations • Media center inventory • School budget/allocations	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The collection of instructional resources throughout the district and in all classrooms is evaluated in the context of the curriculum, current research and the needs of students in that school, and is regularly expanded as necessary in order to be responsive to the diversity of the students and to ensure that resources are current and proven to enhance student learning.	◆ **District leadership implements a systematic process to manage instructional resources to ensure that all schools have the necessary materials and technology in sufficient quantities to support the effective delivery of their curriculum.**	◆ District leadership primarily allocates instructional resources to schools as required by state statute and regulation, but does respond to special requests from school councils for additional resources when feasible.	◆ District leadership allocates resources exclusively as required by state statute and regulation, without regard to the unique differences among schools or in their curriculum.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1g **Teachers examine and discuss student work collaboratively and use this information to inform their practice.** **Examples of Supporting Evidence:** • School and district staff member interviews • Appropriate meeting minutes and agenda • Professional development logs • Master schedules of the schools	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership works directly with school leadership and provides resources to develop a master schedule that provides time and opportunity for teachers to discuss student work collaboratively and regularly.	♦ **District leadership supports school leadership in training teachers to analyze student work, providing ample opportunities for teachers to collaboratively analyze student work and using the results to inform instructional practice.**	♦ District leadership provides limited support to school leadership in providing teachers with information or time to analyze student work.	♦ District leadership does nothing to assist school leadership in providing teachers with information or time to analyze student work.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1h **There is evidence that homework is frequent and monitored and tied to instructional practice.** **Examples of Supporting Evidence:** • Walkthrough observation data • School council policies and meeting minutes • Perception survey results • Student handbook • Staff member, student and parent/family member interviews	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership systematically monitors and reviews homework policies and practices with the leadership in each school to ensure they are equitable, developmentally appropriate and a meaningful extension of classroom learning.	◆ **District leadership regularly monitors and reviews school homework policies and practices to ensure they are equitable, developmentally appropriate and a meaningful extension of classroom learning.**	◆ District leadership occasionally provides guidance to school leadership regarding homework policies and practices, but makes no evaluation to determine if existing policies and practices are equitable, developmentally appropriate and a meaningful extension of classroom learning.	◆ District leadership only addresses homework issues when they are brought to their attention and provides no other guidance to schools regarding homework policies or practices.

LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1 SCHOOL CULTURE **4.1a** **There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/ school opinion surveys).** <u>**Examples of Supporting Evidence:**</u> • School/district safety plans and data reports • Student/parent/staff handbooks • Emergency drill plans • School climate/culture survey results • School accident/student health reports • Student, staff member, parent/family member and community member interviews • Facility inspection reports • Health department inspection reports • Fire marshal reports • Student discipline reports • Comprehensive school improvement plan • School council policies and meeting minutes • Facility work orders • Walkthrough observations and records • Staff extra-duty schedule	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District and school leadership collaborates with community representatives to design policy and identify procedures that ensure a safe, healthy, orderly and equitable learning environment. ◆ District and school leadership collaborates with community, family and student representatives to establish and implement policies and operational procedures to minimize disruptions to instruction. ◆ District leadership enables and facilitates the use of peer adjudication and community justice systems as active partners in the equitable application of academic and behavior standards. ◆ District and school leadership regularly conduct joint walkthroughs of schools to collect ongoing data concerning the learning environment and establish a feedback loop on safety, health, order and equity issues.	◆ **The policies, practices and support of district leadership are designed and consistently enforced to provide all students a safe, orderly and equitable learning environment.** ◆ **District leadership adopts safety policies and procedures that are based on research and are proven to be effective.** ◆ **The local board of education has policies and procedures for grievances and appeals that are widely publicized, easily accessed and known by students, parents and school staff.** ◆ **District leadership systematically evaluates the learning environment in each school using multiple sources of data such as culture/climate opinion surveys, school perception audits and on-site visits.**	◆ District leadership adopts policies and procedures designed to provide students and staff a safe, orderly and equitable learning environment, but they are not consistently applied or followed. ◆ District safety policies and procedures are not always based on research or been proven to be effective. ◆ The local board of education has policies and procedures for grievances and appeals, but they are not generally known among students, parents and school staff. ◆ District leadership secures data on the learning environment in each school, but relies on only one or two surveys and makes no on-site observations.	◆ The district has no policies or procedures designed to provide students and staff a safe, orderly and equitable learning environment. ◆ District safety policies are not effective. ◆ The district has no policies and procedures for grievances and appeals. ◆ District leadership does not evaluate the learning environment in each school.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1b **Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Faculty meeting agenda and minutes • District and school mission, belief and vision statements • Documentation of professional development days/released time • Student, staff member, parent/family member and community member interviews • Perception survey results • Classroom observations • Lesson plans • Classroom assessment results	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership uses many different means to continually deliver a strong message to teachers, students, parents and other stakeholders that all members of the district staff are committed to high expectations for all students. ◆ District leadership sponsors and financially supports opportunities for schools and teachers to share "what works" with colleagues. ◆ District leadership collaborates with school leadership to find innovative ways to stimulate students and staff to strive for excellence and to instill a belief in students that they all can learn at high levels.	◆ **District leadership is committed to holding high expectations for all students and communicates them to all stakeholders.** ◆ **District leadership creates a process through which schools and teachers can share their successes in improving student learning, particularly with challenging populations.** ◆ **District leadership works closely with school leadership to publicize results, reward successes, and sustain an environment of teamwork and mutual support.**	◆ District leadership occasionally expresses high expectations for students, but does not communicate them to all stakeholders. ◆ District leadership encourages sharing of successes in improving student learning among teachers and schools, but does nothing to directly support or facilitate it. ◆ District leadership provides a few opportunities throughout the school year to celebrate school success, but does little to create and sustain an environment of teamwork and mutual support.	◆ District leadership does not specifically commit to high expectations for all students. ◆ District leadership offers no support for sharing of success in improving student learning among teachers and schools. ◆ District leadership does not celebrate school successes or attempt to create an environment of teamwork and mutual support.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1c **Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.** **Examples of Supporting Evidence:** • Student, staff member, parent/family member and community member interviews • School culture survey results • Mission and vision statements • Lesson plans • Walkthrough observations • School discipline plan/classroom management plan • Student and parent handbooks • Posted behavior standards • Posted academic standards and rubrics • Perception survey results • School council policy • Individual growth plans • Team/department/committee meeting agenda/minutes • Master schedule/use of instructional time • Student work samples • Library/media center usage • Extra-curricular and co-curricular program schedule • Kentucky Performance Report Student Questionnaire • Safe schools data reports	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership collaborates with school leadership to ensure classroom management, academic and discipline policies and practices are research-based. ◆ District leadership systematically reviews classroom management and discipline incidents as they arise to ensure equitable application and effective use of existing policies and procedures. ◆ District leadership sponsors events and programs in each school that demonstrate effective classroom management and discipline practices for all school staff.	◆ **District leadership ensures that all school councils have academic, discipline and classroom management policies.** ◆ **District leadership monitors the implementation of the classroom management, academic and discipline policies and procedures in each school to ensure equitable application to all students.** ◆ **District leadership promotes in a variety of ways a culture of high academic and behavioral expectations for all students in all schools.**	◆ District leadership is uncertain whether all school councils have academic, discipline or classroom management policies. ◆ District leadership requires school leadership to monitor implementation of the school's classroom management, academic and discipline policies and procedures to ensure their equitable application to all students. ◆ District leadership plays only a marginal role in promoting a culture of high academic and behavioral expectations for all students in all schools.	◆ District leadership does not monitor school council policies. ◆ District leadership does not review or monitor the implementation of classroom management, academic and discipline policies and procedures in district schools. ◆ District leadership does not promote a culture of high academic and behavioral expectations for all students.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1d **Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.** **<u>Examples of Supporting Evidence:</u>** • District and school committee meeting minutes and agenda, school council, student council and school board committee meeting minutes • Interviews with classified and certified staff • Local board of education policies, meeting agenda and minutes • Committee rosters • Employee handbooks • Work schedules • Job descriptions • Staff development agenda for leadership and teaching and non-teaching staff	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The district has policies and procedures that address the regular inclusion of both teaching and non-teaching staff on standing and ad hoc committees that deal with teaching and learning at the district level.	◆ **The district intentionally involves both teaching and non-teaching school staff in district decisions regarding teaching and learning by including them on meaningful decision-making committees or task forces.**	◆ District leadership occasionally consults with teaching and non-teaching staff in their decision-making about teaching and learning, but only on an *ad hoc* basis.	◆ District leadership rarely or never directly involves either teaching or non-teaching staff in district decision-making regarding teaching and learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1e **Teachers recognize and accept their professional role in student success and failure.** **Examples of Supporting Evidence:** • Staff member, student and parent/ family member interviews • School council policies • Samples of student evaluations of teachers • Kentucky Performance Reports and trend data • Documentation of professional development days/release time • Lesson plans/units of study • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership intention-ally cultivates a culture in which everyone employed in the district accepts some responsibility for student success or failure. ◆ District leadership facilitates opportunities for staff to analyze the connection between instruc-tional practices and student suc-cess and consider that connection in the design of their instruction.	◆ **District leadership expects all staff to recognize and accept their professional role in stu-dent success and failure.** ◆ **District leadership provides opportunities for staff to ana-lyze the connection between instructional practices and student success and consider that connection in the design of their instruction.**	◆ District leadership has not clearly communicated to staff that they recognize and accept their pro-fessional role in student success and failure. ◆ District leadership encourages staff to reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular oc-currence or does not lead to a change in classroom practices.	◆ District leadership does not hold teachers accountable for student success or failure. ◆ District leadership does not know if teachers reflect on the impact of their instruction on the success of their students as a way to improve student achievement.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1f **The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.** **<u>Examples of Supporting Evidence:</u>** • Master schedule • Class rosters • School council policies and meeting minutes • Parent, student and staff member interviews • Student schedules • Daily schedules • Lesson plans • Records of teacher certification/ experience • Student/teacher ratio • Class offerings/course descriptions • Kentucky Performance Report	Meets criteria for a rating of "3" on this indicator plus: ◆ District leadership annually meets with each school council to review their current and projected staff needs and to discuss ways to optimize the use of personnel and facilities to achieve the greatest impact on student learning. ◆ District leadership provides resources for the development and implementation of the staff assignment and personnel utilization policies in order to maximize the strengths of specific teachers on student learning. ◆ District and school leadership meet annually to review current student achievement data from classroom and other assessments to identify any changes in staff or staff utilization that might be needed in order for all students to achieve proficiency.	◆ **District leadership ensures that each school council has a policy to maintain effective student/ teacher ratios for meeting the needs of all students.** ◆ **District leadership provides guidance to and works collaboratively with school leadership in the development and implementation of the staff assignment policies in order to maximize the strengths of specific teachers on student learning.** ◆ **The superintendent and district staff work with school principals to ensure that school staff is assigned in a manner that most effectively meets the needs of students based on data and personnel evaluations.**	◆ District leadership is aware that some school councils do not have a policy to maintain an effective classroom teacher/student ratio, but has taken no action to correct the situation. ◆ District leadership occasionally provides guidance to school leadership regarding staff assignment and personnel utilization policies. ◆ The superintendent occasionally works with school principals to ensure school staff is assigned in a manner that most effectively meets the needs of students.	◆ District leadership does not know if school councils have a policy to maintain an effective classroom teacher/student ratio. ◆ District leadership considers staff assignment and personnel utilization policies strictly a school council responsibility. ◆ The superintendent regards the assignment of school staff as the sole prerogative of the principals and their school councils.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1g **Teachers communicate regularly with families about individual students' progress (e.g., engage through conversation).** **Examples of Supporting Evidence:** • District communications plan • School and district staff members, parent/family members and community members interviews • Written communications • Local board of education meeting minutes • School council meeting minutes and agenda • Civic group programs/ meeting agenda • Perception survey results • District Web site • District technology plan • Community discussions/forums invitations and agenda • Student discussions/forums invitation and agenda • Scholastic audit/review reports • Student progress reports	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership works collaboratively with school leadership to develop and implement a process that facilitates discussions between teachers, students and parents about the information presented in student progress reports.	◆ **District policy requires that student progress reports (e.g., paper or electronic copy, email) be sent home regularly and include specific written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of Individual Learning Plans.**	◆ Student progress reports are sent home as required by the district leadership, but some schools do not include explanations of student performance beyond computer-generated statements or provide information about progress on the goals of Individual Learning Plans.	◆ Student progress is communicated to parents only through student report cards with no explanation of student performance.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1h **There is evidence that the teachers and staff care about students and inspire their best efforts.** **Examples of Supporting Evidence:** • Staff members, students, parents/ family member and community member interviews • Perception survey results • Walkthrough observations • Master schedule • Student handbook • School newsletter • Family Resource/Youth Services Center/counseling programs • Kentucky Performance Report student questionnaire data • Recognition program documentation • Student work displays • Web pages • Newspapers • Yearbooks	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership facilitates the creation of school and district committees to plan and implement actions to be taken to nurture and sustain a respectful and caring relationship between staff, students, parents and other stakeholders. ◆ District leadership provides direct support in the form of resources, information and direct assistance to help schools develop situations, practices, behaviors and beliefs that foster caring relationships and inspire students to do their best.	◆ **District leadership regularly conducts and reviews the results of perception surveys and other measures to determine if school and district staff members are perceived to care about students and inspire their best efforts.** ◆ **District leadership collaborates with school leadership to identify specific ways schools can nurture a caring relationship among members of the school community and inspire students to do their best work.**	◆ District leadership occasionally conducts surveys of students, parents and other stakeholders to learn if staff members in the district office and schools are perceived to care about students and inspire their best efforts. ◆ District leadership does not work directly with schools to help them develop and sustain respectful and caring relationships between staff, students and parents unless this is perceived to be a problem.	◆ District leadership does not conduct surveys of students, parents and other stakeholders to learn if staff members in the district office and schools are perceived to care about students and inspire their best efforts. ◆ District leadership considers developing and sustaining respectful and caring relationships between school staff, students and parents solely a school leadership responsibility.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1i **Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.** <u>**Examples of Supporting Evidence:**</u> • School communications plan • Staff member, parent/family member and community member interviews • Samples of written correspondence • School meeting/program agenda • School council meeting minutes • School/district Web page • Civic group programs/meeting agenda • Perception survey results • Newspaper clippings • Bulletin boards, exhibits and displays • Brochures/pamphlets	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership uses many venues to disseminate information about the district and its schools such as special feature reports prepared for the local news media, educational TV programs, public displays of student work in stores and malls, Web sites belonging to local business and industry, street banners, and presentations to civic and community groups.	◆ **Information about the district and its schools is regularly shared with homes, businesses and community groups using a variety of strategies and technological resources (e.g., voice mail, the Web, cable access channels).**	◆ Information about the district and its schools is regularly shared with homes, businesses and community groups, but is traditional in nature.	◆ Information about the district and its schools is not regularly shared with homes, businesses and community groups.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1j **There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Displays of student work/exhibitions • Local district and school staff member, student, parent/family member and other stakeholder interviews • Media documentation • School/classroom Web pages • Videos of student performances • School council meeting agenda and minutes • Perception survey results • Student recognition program documentation • Trophy cases • Yearbooks • District sponsored exhibitions of student work • School board meeting minutes and agenda	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District and school leadership collaborate to arrange various opportunities for students to be publicly recognized for their academic achievements at local, state and national events, news outlets, TV appearances, public exhibits, board of education meetings and recitals. ◆ District leadership collaborates with outside agencies on national, state, and local levels to recognize and reward outstanding student achievement.	◆ **District leadership regularly and equitably acknowledges and celebrates student academic success, both formally and informally, through a well-communicated and established plan.** ◆ **District leadership recognizes student achievement through district-sponsored public exhibitions of student work in all content areas.**	◆ District leadership has a plan for student academic recognition, but the plan is not fully implemented or widely known to district and school stakeholders. ◆ District leadership recognizes student achievement through district-sponsored exhibitions of student work, but it generally is not a public event or does not include all content areas.	◆ District leadership does not have an established program or procedures to recognize student academic success. ◆ Recognition of student achievement is not considered a district leadership responsibility.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1k **The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.** **Examples of Supporting Evidence:** • Local district and school staff member, student, parent/family member and other stakeholder interviews • School council policies and meeting minutes • Multicultural/diverse instructional resources • Comprehensive school improvement plan • Walkthrough observations • Lesson/unit plans • School guidance plans/records • Perception survey results • Suspension/expulsion/attendance records • Exceptional Children Services Plan, Gifted and Talented Plan	Meets criteria for a rating of "3" on this indicator plus: ◆ District leadership supports a comprehensive student services program that involves the guidance staff working in concert with other helping professionals such as school nurses, social workers, psychologists and members of the community to meet the unique needs of students. ◆ District leadership provides additional human and other resources to schools that have a disproportionate number of students with significant barriers to learning so these children can receive more intensive personal instruction than they might otherwise receive. ◆ District and school leadership collaborate to help teachers find instructional materials and practices that research has proven to be effective in raising the achievement level of students whose life circumstances present unique instructional challenges.	**◆ District leadership initiates and implements programs and targets resources for the specific purpose of reducing the impact of socio-economic, physical, cultural and socio-economic factors on learning.** **◆ District leadership takes specific actions to address the unique needs of schools with a disproportionate number of students in life circumstances with significant barriers to learning.** **◆ District leadership provides all teachers with curricular materials and resources for instructional practices that are appropriate to the intellectual, cultural and physical attributes of their students.**	◆ District leadership initiates and implements a few programs for the specific purpose of reducing the impact of socio-economic, physical, cultural and socio-economic factors on learning, but commits limited resources specifically for this purpose. ◆ District leadership provides some assistance to help schools meet the needs of students with significant barriers to learning, but it does not take into account the proportion of students in a school that are facing difficult life circumstances. ◆ District leadership offers opportunities for school staff to examine or acquire curricular materials and instructional practices that specifically address unique student attributes, but participation is voluntary and their benefits are not monitored or evaluated.	◆ District leadership has not initiated programs or targeted resources for the specific purpose of reducing the impact of socio-economic, physical, cultural and socio-economic factors on learning. ◆ District leadership does not provide assistance to meet the socio-economic, physical, cultural and intellectual needs of students beyond what is provided through such programs as Extended School Services, Title I and the Family Resource / Youth Services Center. ◆ District leadership does not offer opportunities for school staff to examine or acquire curricular materials and instructional practices that specifically address unique student attributes.

LEARNING ENVIRONMENT STANDARD 5 – STUDENT, FAMILY AND COMMUNITY SUPPORT

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1 STUDENT, FAMILY, COMMUNITY SUPPORT PROGRAMS/SERVICES **5.1a** **Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.** <u>**Examples of Supporting Evidence:**</u> • Staff member, parent/family member and student interviews • District and school visitors register • Perception survey results • Parent/community member workshop schedule • Volunteer schedule • Community involvement programs • Committee meeting agenda, rosters and minutes • School event calendar • Family Resource/Youth Services Center advisory council/subcommittee minutes • Service learning project documentation • Comprehensive district improvement plan	Meets criteria for a rating of "3" on this indicator plus: ♦ District leadership aggressively works to link schools with community resources that can enhance the learning opportunities of students beyond the school walls. ♦ District leadership maintains regular contact with community service organizations, churches and other community groups to keep them informed about school and district issues and to solidify their support for public education. ♦ District leadership partners with community leaders and families to assume responsibility for ensuring that continued progress is made in resolving school and community issues. ♦ District leadership facilitates a focus of public attention on the partnerships necessary to bring every student to proficiency by emphasizing localized and personalized community engagement.	♦ **District leadership seeks the assistance of representatives of all stakeholders in district and school efforts to promote programs and services for all students.** ♦ **District leadership collaborates with school leadership to devise, implement and evaluate programs that facilitate interaction between teachers, students and their families.** ♦ **District leadership partners with community leaders and families to monitor dropout and transfer rates and propose options for reducing them on a school-by-school basis.** ♦ **District leadership regularly involves parents and community members when analyzing issues facing the district and devising solutions to them.**	♦ District leadership does not always seek the assistance of representative of all stakeholders in district and school efforts to promote programs and services for all students. ♦ District leadership encourages school leadership to devise, implement and evaluate programs that facilitate interaction between teachers, students and their families. ♦ District leadership does not partner with community leaders and families to monitor dropout and transfer rates and propose options for reducing them on a school-by-school basis. ♦ District leadership occasionally involves parents and community members when analyzing issues facing the district and devising solutions to them.	♦ District leadership does not seek the assistance of representative of all stakeholders in district and school efforts to promote programs and services for all students. ♦ District leadership plays no role in helping school leadership devise, implement and evaluate programs that facilitate interaction between teachers, students and their families. ♦ District leadership only discusses dropout and transfer rates and options for reducing them with school leadership. ♦ District leadership rarely or never involves parents and community members when analyzing issues facing the district and devising solutions to them.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1b **Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/ Youth Services Centers, Extended School Services).** **Examples of Supporting Evidence:** • Family Resource/Youth Services Center grant proposal • Family Resource/Youth Services Center advisory council/subcommittee meeting minutes • Central office staff member, school staff member, community member and Family Resource/Youth Services Center staff member interviews • Extended School Services program overview • Title I program plan • District guidance plans • Perception survey results • Technology plan • Extended School Services entrance and exit reports • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership maintains a rigorous program evaluation process that informs both district and school leadership about the comparative and direct efficacy of each service program supported by the district. ◆ District leadership regularly conducts surveys of students and families to assess their level of satisfaction with specific service programs supported by the district. ◆ District leadership ensures that schools respond to both the formal and informal educational needs of all students in which the community becomes an extension of the classroom, enabling students to integrate academic knowledge and critical thinking skills with real-life issues. ◆ District leadership systematically monitors the implementation of federal and state programs and provides school leadership with timely information on funding resources to sustain programs that effectively support student learning.	◆ **District leadership exercises active oversight and provides guidance as appropriate to ensure all students have access to services provided by the Family Resource/Youth Services Centers, Extended School Services, Title 1, technology programs and services, and student guidance services at each school.** ◆ **District and school leadership collaborate to ensure a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) is available to students so they have equal access to the entire common academic core.** ◆ **The local board of education adopts policy and district leadership implements procedures to ensure all students have equal access to the entire common academic core.** ◆ **District leadership monitors the implementation of programs funded from federal and state grants to ensure that guidelines and regulations are met and they effectively support student learning.**	◆ District leadership monitors the Family Resource/Youth Services Centers, Extended School Services, Title 1, technology programs and services, and student guidance services at each school, but does not specifically ensure that all students have access to them. ◆ District leadership encourages school leadership to make available a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) to students so they have equal access to the entire common academic core. ◆ The local board of education has a policy that to ensure all students have equal access to the entire common academic core, but compliance is not monitored. ◆ District leadership monitors the implementation of programs funded from federal and state grants to ensure that guidelines and regulations are met, but does not ensure they effectively support student learning.	◆ District leadership oversee services provided by the Family Resource/ Youth Services Centers, Extended School Services, Title 1, technology programs and services, and student guidance services at each school to ensure all students have access to them. ◆ District leadership does not provide direction to schools to ensure a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) is available to students so they have equal access to the entire common academic core. ◆ The local board of education does not have a policy to ensure all students have equal access to the entire common academic core. ◆ District leadership does not monitor the implementation of programs funded from federal and state grants to ensure that guidelines and regulations are met and they effectively support student learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1c **The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.** **Examples of Supporting Evidence:** • Records of/procedures for referrals to health and social services • Textbook/instructional resources purchasing plans • Professional development offerings by district • District and school communications about services offered • Interviews with staff, student and community members • Perception survey results • School and district budgets • Technology plans • Comprehensive district and school improvement plans • Family Resource/Youth Services Center program documentation • Student Information System reports • Individual Learning Plan documentation • Gifted and Talented Services Plan	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership collaborates with community and business partners and school leadership to provide active learning opportunities (e.g., in-school banks, book stores) for students. ◆ District leadership has seamlessly integrated community health and social services into a fully functioning comprehensive district-wide student services program. ◆ District leadership recruits and trains family and community volunteers to participate in student assistance teams that provide support for students experiencing learning problems. ◆ District leadership works with school councils seeking additional avenues of funding to ensure that these resources are used effectively to reduce barriers to learning. ◆ District leadership participates in professional development that addresses issues related to social variables that may impede racial and cultural harmony within the schools and community. ◆ District leadership provides technical assistance and resources to school leadership to facilitate appropriate student assignments designed to support the reduction of barriers to student learning.	◆ **District leadership provides or secures access to a variety of instructional materials and resources that promote active learning and ensures school staffs have had appropriate training for their effective use with different populations.** ◆ **The local board of education adopts policy and district leadership implements procedures to refer students for health and social services. The procedures are clearly communicated to students, staff members and families.** ◆ **District leadership ensures that school councils identify students who experience learning problems and plan and implement appropriate support programs, with needed staff training.** ◆ **District leadership collaborates with community agencies in planning and implementing specific actions to reduce barriers to student learning.** ◆ **District leadership ensures that all teachers understand the impact of cultural differences on learning.** ◆ **District and school leadership collaborate to ensure all student assignments for instruction are based on identified student needs.**	◆ District leadership provides or secures access to a variety of instructional materials and resources that promote active learning, but school staffs have not always received appropriate training in their use or the materials and resources are not used. ◆ District leadership has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, school staff and families. ◆ District leadership has established procedures to identify students with learning problems, but they are not always followed at the school level. ◆ District leadership only occasionally collaborates with community agencies to provide assistance for students, and the resulting programs are not always focused on reducing barriers to student learning. ◆ District leadership addresses cultural differences with some teachers, but does not ensure all teachers understand the impact on learning. ◆ District leadership only sets guidelines for assigning students or assigns them by random selection.	◆ The district does not provide instructional materials and resources that promote active learning. ◆ District leadership has no formal procedures to refer students for health and social services. ◆ District leadership has not established procedures to identify students who experience learning problems. ◆ District leadership does not work with community agencies to reduce barriers to student learning. ◆ District leadership does not ensure that teachers understand the impact of cultural differences on learning. ◆ District leadership leaves student assignment decisions to school leadership without guidance or oversight.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1d **Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.** **Examples of Supporting Evidence:** • Extended School Services program overview/referrals/documentation • Extended School Services assessment data • Schedule for co-curricular programs • List of co-curricular offerings • Master schedule • Technology use logs	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District and school leadership collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom. ♦ District and school leadership collaborate to ensure Extended School Services are seamlessly integrated with instruction to maximize the impact on student achievement. ♦ District leadership has an ongoing dialogue with community agencies and institutions of higher education to form and sustain a collaborative network of external services to help all students attain mastery in all core content areas.	♦ **District and school leadership collaborate to ensure each school has a variety of services available to help students who need more time to master core content.** ♦ **District leadership actively reviews services currently available to students who need additional assistance to identify the need for additional services not currently available.** ♦ **District leadership facilitates collaboration and coordination among support programs and services (e.g., Title I, Extended School Services, Family Resource/Youth Services Centers and school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.**	♦ District encourages school leadership to ensure there are a variety of services available to help students who need more time to master core content. ♦ District leadership occasionally reviews services currently available to students who need additional assistance to identify the need for additional services not currently available. ♦ District leadership encourages but does not facilitate collaboration and coordination among support programs and services (e.g., Title I, Extended School Services, Family Resource/ Youth Services Centers and school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.	♦ District leadership does nothing to ensure schools offer a variety of services to help students who need more time to master core content. ♦ District leadership does not review services currently available to students who need additional assistance to identify the need for additional services not currently available. ♦ District leadership does not encourage or facilitate collaboration and coordination among support programs and services (e.g., Title I, Extended School Services, Family Resource/ Youth Services Centers and school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1e **The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.** **Examples of Supporting Evidence:** • Software Technology, Incorporated records • Cumulative folders system/policies • Kentucky Early Learning Profile or other primary level progress reports • Student working folders/portfolios • Individual Learning Plan documentation	Meets criteria for a rating of "3" on this indicator plus: ◆ An ongoing district profile of student academic and educational development is maintained to provide district leadership an accurate picture of the progress each school is making toward meeting its state and federal accountability goals. ◆ District leadership invests in state-of-the-art technology to support the district profile management system at all levels. ◆ District leadership systematically reviews the accumulation of data in student records to ensure that the information is pertinent to the student's academic and educational development.	◆ **The local board of education adopts policies and district leadership implements procedures for the maintenance, security and quality of the district student record system.** ◆ **A district record system of students' academic and educational development is maintained using adequate technology to support records management at the district, school and classroom level.** ◆ **Individual Learning Plans and multiple sources of information are reflected in student academic records. All information is relevant, up-to-date and effectively used for academic development.**	◆ The local board of education adopts policies governing the maintenance, security and quality of the district student record system, but the security or quality of the data is not addressed in the policy or is not properly ensured. ◆ The district record system of students' academic and educational development seldom involves the use of technology. ◆ Individual Learning Plans are reflected in student academic records, but other information is limited.	◆ The local board of education does not have a policy governing the maintenance, security and quality of the district student record system. ◆ District leadership does not maintain a profile of student academic and educational development. ◆ Student records contain only personal information and classroom grades. Records are not always up-to-date or accurate.

LEARNING ENVIRONMENT STANDARD 6 –
PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1 PROFESSIONAL DEVELOPMENT **6.1a** **There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.** <u>Examples of Supporting Evidence:</u> • District and school improvement plans • Implementation and Impact Checks • List of professional development offerings • Staff member interviews • Needs assessment results • Individual growth plans • Budget allocations for professional development	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District and school leadership collaborate to develop a continuous process for meeting the individual growth needs of every employee. ◆ District leadership works with school councils and district staff to promote professional development as a part of an overall change process and not as isolated events. ◆ District leadership oversees the use of professional development resources to ensure all employees in the district participate in some learning experience that will enhance their ability to be successful in their respective role.	◆ **District leadership implements an ongoing process to address instructional and leadership growth of individual staff members at both the district and school levels.** ◆ **District leadership views professional development as an essential part of a school change process that occurs over time.** ◆ **District leadership ensures that every employee in the district participates in learning experiences that will enhance their ability to be successful in improving student achievement.**	◆ District leadership supports instructional and leadership growth, but has not fully established a continuous process that meets the needs of individual staff members. ◆ District leadership views professional development as necessary, but not as an essential part of a school change process that occurs over time. ◆ District leadership encourages but does not require every employee in the district to participate in learning experiences to enhance their ability to be successful in improving student achievement.	◆ District leadership does not support a continuous process for professional growth. ◆ District leadership does not support professional development as part of a change process that occurs over time. ◆ District leadership leaves professional development decisions up to each employee.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1b **The school has an intentional plan for building instructional capacity through on-going professional development.** **Examples of Supporting Evidence:** • District and school improvement plan • Implementation and Impact checks • List of professional development offerings • Perception survey results • Staff member interviews • Local board of education policies and procedures • Individual growth plans • Professional development committee meeting agenda/minutes • School council meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership collaborates with leadership in all schools to develop ways to help schools maintain continuity and differentiate professional development for new staff who have not had the same professional development that others in the school have had.	♦ **District and school leadership collaborate to develop and implement an intentional plan at each school to build a high level of competence in the instructional staff. This is accomplished through a carefully planned multi-year job embedded program of professional development that builds on previous professional development and training experiences.**	♦ District and school leadership collaborate to develop and implement a plan at each school to build competence in the instructional staff through professional development, but activities in the plan are not all job-embedded, multi-year or build on previous professional development and training experiences.	♦ District leadership does not collaborate with school leadership to develop and implement a plan at each school to build competence in the instructional staff through a carefully planned multi-year program of job-embedded professional development.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1c **Staff development priorities are set in alignment with goals for student performance and the individual growth plans of staff.** **Examples of Supporting Evidence:** • District and school improvement plans • Professional development committee meeting agenda and minutes • Documentation of evaluation of individual growth plans • Summative evaluations • Budget records for professional development • Individual growth plans • Staff member interviews • Needs assessment data • Kentucky Performance Report • Professional development logs	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The superintendent reviews the professional development plans of all district staff members who work directly with schools to ensure the proposed activities will enhance their ability to deal with known instructional and leadership issues in the schools they serve. ◆ District leadership reviews the professional development process for school administrators to ensure it addresses the capacity to deal effectively with known instructional issues in their respective schools as well as the individual needs as leaders and administrators as identified in their individual growth plans.	◆ **The professional development plans for the superintendent and district staff members are aligned with the district's goals for student performance and the individual growth plans of staff.** ◆ **District leadership ensures the professional development process for school administrators and school-based certified staffs is aligned with the goals for student performance in the comprehensive school improvement plan and the individual growth plans of staff members.**	◆ Professional development plans for the superintendent, district and school administrators and central office staff members do not represent a careful balance between meeting the needs of the students and schools they serve and their individual needs for professional growth. ◆ District leadership sets the expectation that the professional development process for school administrators and school-based certified staffs be aligned with the school's goals for student performance in the comprehensive school improvement plan and their individual growth plans, but does not examine the process to determine if it meets this expectation.	◆ Professional development plans for the superintendent, district and school administrators and central office staff members are determined by their individual preferences for professional development. ◆ District leadership delegates all responsibility for the professional development activities of school staff to school leadership.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1d **Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.** **Examples of Supporting Evidence:** • District and school improvement plans • List of professional development offerings and budget • Perception survey results • Walkthrough observation data • Staff member interviews • Needs assessment data • Kentucky Performance Report	Meets criteria for a rating of "3" on this indicator plus: ◆ District leadership provides guidelines for prioritizing staff development activities that include setting priorities based on staff development activities proposed in district and school improvement plans.	◆ **District leadership collaborates with school leadership to monitor staff development activities in the district and school improvement plans. The monitoring includes methods to assess and strengthen the connection between the priorities for staff development and goals for student learning.**	◆ District and school improvement plans include staff development priorities, but the priorities do not always connect to the goals for student learning.	◆ District and school improvement plans have no connection to staff development priorities and student learning goals.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1e **Professional development is on going and job-embedded.** **Examples of Supporting Evidence:** • District and school improvement plans • List of professional development offerings • School and district staff member interviews • Master calendar • Master schedule • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:** ♦ Professional development for district staff is not approved unless it is part of an on going plan for professional growth, is job-embedded and builds expertise at the district level.	♦ **District leadership and staff professional development activities are on going and job-embedded**	♦ District leadership and staff professional development activities are not always on going or job-embedded	♦ District leadership professional development activities are discreet annual events and not job-embedded.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1f **Professional development planning shows a direct connection to an analysis of student achievement data.** **<u>Examples of Supporting Evidence:</u>** • District and school improvement plans • Student data analysis summaries/ reports • List of professional development offerings • Staff member interviews • Kentucky Performance Report • Student Performance Level Descriptions	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District and school leadership collaborate to ensure there is a direct connection to the learning needs of students as documented by an analysis of assessment data and student work, including the needs of subpopulations with demonstrated achievement gaps. ♦ District leadership proactively collaborates with the school council to ensure that the professional development plans reflect a direct connection to student achievement data. ♦ District leadership collaborates with the school council to develop procedures for the evaluation of the professional development plan through implementation and impact checks.	♦ **District leadership reviews all professional development activities identified in the improvement plans at both the school and district level to ensure there is a direct connection to the learning needs of students as documented by an analysis of assessment data and student work, including the needs of subpopulations with demonstrated achievement gaps.** ♦ **District leadership returns to the school leadership the professional development plans that do not have a direct connection to student achievement data.** ♦ **District leadership offers assistance as needed to school leadership to revise the plan to show a direct connection to the findings in the analysis of student achievement data.**	♦ District leadership reviews all professional development activities at both the school and district level, but does not ensure that all of them show a direct connection to the learning needs of students as documented by an analysis of assessment data and student work, including the needs of subpopulations with demonstrated achievement gaps. ♦ District leadership does not fully ensure that professional development plans have a direct connection to student achievement data. ♦ District leadership provides limited assistance to school leadership to revise the plan to strengthen the connection to the findings in the analysis of student achievement data.	♦ District leadership does not review professional development activities at either the school or district level to ensure they show a direct connection to student achievement data. ♦ District leadership does not ensure professional development plans have a direct connection to student achievement data. ♦ District leadership does not offer assistance as needed to school leadership to revise the plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2 PROFESSIONAL GROWTH AND EVALUATION **6.2a** **The school/district provides a clearly defined evaluation process.** **Examples of Supporting Evidence:** • Local board of education policy, procedures and meeting minutes • Evaluation process documents • Communication of evaluation process within 30 days • Documentation of development, review and revision of evaluation process • Staff member interviews • District evaluation committee roster • Record of Kentucky Department of Education approval of district evaluation process	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The local board of education adopts policies and school leadership implements procedures that exceed state requirements for the evaluation of all personnel.	◆ **The local board of education adopts policies and school and district leadership implements procedures that meet state requirements for the evaluation of all personnel.**	◆ The local board of education adopts policy and/or procedures regarding the evaluation of personnel, but the policies are not fully implemented by all district and school leadership.	◆ The local board of education does not have policy and/or procedures for the evaluation of personnel.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2b **Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.** **Examples of Supporting Evidence:** • District and school improvement plans • Categorical funding documentation • Grant funding documentation • Professional development documentation • School council meeting agenda and minutes • School and district staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership participates in discussions with school councils to identify school budget needs for professional development. ◆ District and school leadership collaborate to obtain funding from outside sources to increase the impact of professional development activities on identified needs of students.	◆ **The local board of education adopts policies and district leadership implements procedures to ensure the equitable allocation of appropriate resources among all schools.** ◆ **District and school leadership collaborate to ensure proposed expenditures for professional development are sufficient to have a significant impact on meeting the identified needs of students.**	◆ Local board of education policies and procedures for professional development do not ensure the allocations of professional development funds are appropriate and equitable. ◆ District leadership reviews proposed expenditures for professional development, but does not assess if they are sufficient to have a significant impact on meeting the identified needs of students.	◆ The local board of education does not have policies and procedures to ensure the appropriate and equitable allocation of professional development funds. ◆ District and school leadership do not collaborate to ensure proposed expenditures for professional development are sufficient to have a significant impact on meeting the identified needs of students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2c **The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.** **Examples of Supporting Evidence:** • District and school improvement plans • Individual growth plans • Superintendent Evaluation plan • Evaluation forms • Certified staff member interviews • District evaluation process documentation • Local board of education policies • Local board of education meeting minutes • Lesson plans/units of study • Teacher portfolios • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership systematically ensures that all individual growth plans are collaboratively developed to address improvement priorities identified in the employee's evaluation. ◆ District leadership systematically monitors the implementation of individual growth plans at all levels to ensure they are being carried out as agreed.	◆ **District leadership ensures that all individual growth plans are collaboratively developed and address priorities for improvement identified in the employee's evaluation.** ◆ **District leadership monitors the implementation of individual growth plans at all levels to ensure they are being carried out as agreed.**	◆ District leadership expects all individual growth plans to be collaboratively developed, regularly reviewed, and updated as appropriate at both district and school levels, but the process is not monitored to ensure it is done. ◆ District leadership does not systematically monitor the implementation of individual growth plans at all levels to ensure they are being carried out as agreed.	◆ District leadership does not expect individual growth plans to be collaboratively developed, regularly reviewed, and updated as appropriate at both district and school levels. ◆ District leadership does not monitor the implementation of individual growth plans at any level to ensure they are being carried out as agreed.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2d **Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.** **Examples of Supporting Evidence:** • Personnel evaluation process/forms • Documentation of the district's implementation of the personnel evaluation system • State statute/regulation • Staff member interviews • Teacher portfolios • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:** ♦ The superintendent/designee and all of the principals participate in job-embedded training and collaborate in a coaching/mentoring network to ensure a quality personnel evaluation system. ♦ The district certified personnel evaluation process exceeds the requirements of state statute and regulation. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g., portfolios, peer review, student products and performance, and teacher developed tasks with sample student work) of performance effectiveness are use. ♦ The personnel evaluation system includes a peer review/coaching component.	♦ **District leadership fully supports administrators in the development of personnel evaluation skills by providing technical assistance in the implementation of the district's personnel evaluation system.** ♦ **The district certified personnel evaluation process that is approved by the Kentucky Department of Education, meets all requirements of state statute and regulation and is fully implemented by administrators.** ♦ **District and school administrators implement a certified personnel evaluation system that requires multiple observations, providing opportunities for coaching and feedback to improve effective teaching practices and to improve student achievement.**	♦ District leadership provides limited support for the personnel evaluation system. ♦ The district certified personnel evaluation process meets statute and regulation, but is either not approved by Kentucky Department of Education or is not fully implemented. ♦ District and school administrators implement a certified personnel evaluation system that includes observation and feedback, but has limited impact on student achievement and teaching practices.	♦ District leadership does not provide support for a personnel evaluation system. ♦ The district and school personnel evaluation process does not meet the requirements of state statute and regulation. ♦ District and school administrators do not implement the personnel evaluation system.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2e **The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the Effective Instructional Leadership Act requirements as a resource to accomplish these goals.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Individual growth plans • District and school budgets • District Effective Instructional Leadership Act records	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership collaborates with school leadership to identify specific instructional leadership needs at the school level and to develop strategies to address them in the comprehensive school improvement plan.	◆ **The comprehensive district improvement plan identifies specific instructional leadership needs at both the district and school levels, has clear strategies to address them, and uses the Effective Instructional Leadership Act as a resource to accomplish them.**	◆ The comprehensive district improvement plan identifies specific instructional leadership needs, but the strategies to address them are not clear or do not use the Effective Instructional Leadership Act as a resource.	◆ The comprehensive district improvement plan does not clearly identify specific instructional leadership needs and some district and school leaders are unaware of the Effective Instructional Leadership Act.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2f **Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • List of professional development offerings • Certified personnel evaluation instrument • Local Educator Assignment Data report • Central office and administrator interviews • Samples of teacher evaluations • Individual growth plans • Local board of education policies and procedures	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership implements a process to systematically monitor school administrator's formative evaluations of teachers to ensure the teachers receive timely guidance on issues likely to arise in the summative evaluation. ◆ District leadership coaches school administrators in best practice as a way to reinforce positive change in teacher behavior and practice (i.e. teaming, mentoring, modeling, and coaching).	◆ **District leadership monitors school administrator formative evaluations of teachers to ensure the teachers receive timely guidance on issues likely to arise in the summative evaluation.** ◆ **District leadership monitors principals to ensure they reinforce positive changes in teacher behavior and practice through the implementation of individual growth plans.**	◆ District leadership does not verify that teachers are provided timely guidance on issues likely to arise in the summative evaluation. ◆ District leadership does not verify that principals reinforce positive changes in teacher behavior and practice through the individual growth plans.	◆ District leadership does not know if teachers receive timely guidance on issues likely to arise in the summative evaluation. ◆ District and school leadership do not monitor the progress of the implementation of individual growth plans.

EFFICIENCY STANDARD 7 – LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1 LEADERSHIP **7.1a** **Leadership has developed and sustained a shared vision.** **Examples of Supporting Evidence:** • Displays of the vision, mission and belief statements • Local board of education agenda and minutes • Comprehensive district improvement plan • Implementation and Impact Checks • District committee meeting announcements, agenda and minutes • Teacher/student/parent handbooks. • Central office and school staff member, student, parent/family member and community member interviews • District publications • District Web sites • Press releases • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership develops a shared vision, mission and belief statements for the district using a public process involving school and community stakeholders. The district vision is widely known and is often referenced by people outside the official district family. ◆ District leadership facilitates regular meetings with school and community stakeholders to revisit the district vision and reevaluate its appropriateness in expressing where the district sees itself in the future.	◆ **District leadership develops a shared vision for the district using a public process involving school and community stakeholders.** ◆ **District leadership sustains the district vision through various means such as using it as a guide in decision making, displaying it in conspicuous places within and outside district facilities, publishing it in various district media, and referencing it in school and public gatherings.**	◆ District leadership develops a vision, but does not use a public process involving school and community stakeholders. ◆ District leadership efforts to sustain the district vision are sporadic and unintentional.	◆ District leadership has little or no awareness of the vision for the district. ◆ District leadership makes little or no effort to communicate the district vision.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1b **Leadership decisions are focused on student academic performance and are data-driven and collaborative.** **<u>Examples of Supporting Evidence:</u>** • Student performance data analysis documentation • Comprehensive district improvement plan • Implementation and Impact Checks • Leadership meeting announcements, agenda and minutes • Perception survey results • Kentucky Performance Report • Local board of education meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** ◆ Members of the local board of education regularly visit schools and meet informally with school leadership to learn first hand the challenges they face and progress they are making to improve student academic performance. ◆ The district establishes a set of standard operating procedures and routines for providing to the local board of education current data on student academic achievement and school activities. ◆ District leadership provides opportunities for teacher and staff input on all important decisions.	◆ **The local board of education regularly requests and receives academic progress reports from the leadership of each school in the district and uses that information when making decisions.** ◆ **District leadership regularly provides to the local board of education current data on student academic achievement at each school.** ◆ **District leadership confers with school leadership and school staff to secure their input before curriculum or instructional decisions affecting them are made.**	◆ The local board of education occasionally requests and receives academic progress reports from the leadership of each school, but does not always use it when making decisions. ◆ District leadership provides current data on student academic achievement to the local board of education only when the board specifically requests it. ◆ District leadership occasionally collaborates with some school leadership members to secure their input before making decisions affecting them.	◆ The local board of education does not request or receive academic progress reports from the leadership of each school in the district. ◆ District leadership does not provide to the local board of education current data on student academic achievement at each school. ◆ District leadership does not collaborate with school leadership to secure their input before making decisions affecting them

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1c **There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.** **Examples of Supporting Evidence:** • Individual growth plans of administrators • Documentation of development, review and revision of administrator individual growth plans • Needs assessment data • Leadership self-assessments • Administrator interviews • Comprehensive district improvement plan • Perception survey results • List of professional development offerings • Professional portfolios • Interstate School Leaders Licensure Consortium Standards • District certified evaluation plan	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The individual growth plan of each administrator focuses on effective leadership skills that sustain a balance between strong support of student achievement and effective organizational management. ◆ The administrators of all schools in the district collaborate to develop common goals for individual growth plans that support the improvement plans of the district and all the schools. ◆ The administrators of all schools in the district establish a collaborative coaching/mentoring network to provide follow-up and support to each administrator for the effective implementation of the individual growth plan and enhancement of leadership skills.	◆ **The individual growth plan of each administrator focuses on effective leadership skills designed to support teaching and learning and promote student achievement.** ◆ **The individual growth plan of each administrator is designed and implemented in collaboration with the evaluator and addresses professional needs based on district developed and state approved leadership standards, as well as goals identified in the comprehensive district or school improvement plan.** ◆ **The individual growth plan of each administrator is fully implemented, reviewed regularly and revised as needed.**	◆ Each administrator has an individual growth plan, but not all of the plans have a focus on leadership skills designed to support teaching and learning and promote student achievement. ◆ Each administrator unilaterally designs an individual growth plan or not all of the growth plans are based on district developed and state approved standards and congruent with the improvement goals of the school. ◆ The individual growth plans of administrators are not always fully implemented or reviewed for possible modification.	◆ Not all administrators have an individual growth plan. ◆ The individual growth plans of administrators are not based on state approved standards and lack congruency with the improvement goals of the school. ◆ The individual growth plans of administrators are not implemented.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1d **There is evidence that the school/ district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.** **Examples of Supporting Evidence:** • Student data analysis summaries/ reports • Kentucky Performance Report • Central office staff meeting agenda and minutes • Local board of education meeting agenda and minutes • Comprehensive district improvement plan • Staff member and school council member interviews • Culture survey results • Grade distribution reports • Perception survey results • No Child Left Behind Reports	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership compares the academic achievement of population subgroups of the district with the academic achievement of comparable population subgroups in similar and high performing districts to inform decision-making to meet the needs of the district's diverse population. ♦ District leadership systematically collaborates with school leadership to analyze data comparing academic achievement of the district's subgroup populations and provides technical assistance and resources for addressing needs arising from the analysis.	♦ **District leadership engages in regular analysis of disaggregated data as an integral part of the district's improvement planning process and uses it to inform school planning efforts.** ♦ **District leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) to inform decision-making to meet the needs of the district's diverse population.**	♦ Analysis of disaggregated data is considered during the district's improvement planning process, but is not intentionally used to inform school planning. ♦ District leadership analyzes data comparing academic achievement of population subgroups, but does not use the results of data analysis to inform decision-making.	♦ Analysis of disaggregated data is not considered during the district's improvement planning process. ♦ District leadership does not analyze data comparing academic achievement of population subgroups.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1e **Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.** **<u>Examples of Supporting Evidence:</u>** • Documentation of professional development release time • Staff member interviews • Units of study/lesson plans • Comprehensive district improvement plan • Professional curriculum resources • Curriculum map • Professional development funding sources • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership encourages teachers to participate in external curriculum development experiences (e.g., national conferences, state-wide workshops).	♦ **District leadership ensures that district and school staff members possess or have access to Kentucky's current curriculum documents, other curriculum-related materials and data resources relating to the learning goals for Kentucky public schools. District leadership provides regular training sessions to ensure that district and school staff members understand the use of the curriculum documents.**	♦ District leadership provides district and school staff access to Kentucky's current curriculum documents, but provides limited training on ways to use the documents.	♦ District leadership does not make Kentucky's current curriculum documents or other curriculum-related resources available to school staff.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1f **Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.** **Examples of Supporting Evidence:** • Staff and master schedules • District staff meeting agenda and minutes • Walkthrough observation data • Staff member, parent, board of education member and student interviews • Staff/student handbooks • Extended School Services schedule • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership facilitates an annual review of school policies and practices with teachers in each school to identify ways to protect and maximize the use of instructional time.	◆ **District leadership engages school leadership in promoting the importance of protecting time by encouraging the adoption of appropriate policy by each school council, providing feedback on the policy and gathering data on policy implementation throughout each school.**	◆ District leadership encourages school leadership to establish and implement policies and procedures to minimize disruptions of instructional time.	◆ District leadership considers minimizing disruptions of instructional time a local school leadership matter.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1g **Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • School council meeting minutes and agenda • District organizational chart • District committee meeting minutes and agenda • Local board of education meeting minutes and agenda • School budgets and allocations • Staff member, local board of education member, parent school council member and student interviews • Building inspection records • Maintenance reports • Work orders • Safe schools report • Vision and mission statements • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District and school leadership hold annual discussions with all stakeholders to learn what each school considers their major barriers to continuous improvement and uses this information to allocate resources. ♦ District leadership conducts an annual audit of the impact of the use of resources on sustained school improvement. ♦ District leadership does an annual audit of physical facilities to ensure each one provides a safe, supportive, healthy and equitable learning and working environment for both students and staff.	♦ **Allocation of district resources to each school is sufficient and intentionally provides for the unique needs of each school, especially those struggling to meet state and federal goals.** ♦ **District leadership monitors the use of resources to measure their impact on sustaining continuous school improvement.** ♦ **District leadership works closely with school leadership to ensure that the district infrastructure supports rather than creates barriers to continuous school improvement.**	♦ Allocations of district resources to each school are not always sufficient or do not intentionally provide for the unique needs of each school, especially those struggling to meet state and federal goals. ♦ District leadership provides minimal oversight of the use of resources to measure their impact on sustaining continuous school improvement. ♦ The district infrastructure generally supports continuous school improvement, but collaboration with school leadership is fragmented or barriers to continuous school improvement are created.	♦ Allocation of district resources is essentially driven by formula and does not provide for the unique needs of each school. ♦ District leadership does not monitor the use of resources. ♦ District leadership does not consider how the district infrastructure supports continuous school improvement.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1h **The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.** **Examples of Supporting Evidence:** • Building inspection reports • School and district maintenance reports • Staff member, school council member, parent/family member and student interviews • Local board of education policy and procedures • School council policies and procedures • School facility plans • Professional development logs • Equipment/maintenance inspection reports • District report card • Perception survey results • Emergency procedures and logs of drills • Safe schools survey results • School safety plans • District committee meeting minutes	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership regularly reviews school safety and learning environment policies and procedures with community experts to ensure they conform to current best practices. ♦ District leadership ensures that all community safety agencies are familiar with the physical plant of each school and have copies of each school's safety policies and procedures. ♦ District leadership collaborates with community agencies to provide assistance in the development and implementation of school safety plans and procedures.	♦ **The local board of education develops policy and district leadership implements procedures that ensure that each school has the necessary resources to support a safe, healthy, orderly and equitable learning environment for both students and staff.** ♦ **District leadership regularly and systematically monitors school safety procedures and conditions at each school and takes appropriate action if security risks are observed.** ♦ **District leadership ensures that school councils have a safety plan to guide how school personnel are to respond to events or behaviors that could threaten the physical or emotional well being of students and staff. District and school leadership collaborate to ensure full implementation of the plan.**	♦ The local board of education develops policies that ensure each school has the necessary resources to support a safe, healthy, orderly and equitable learning environment for both students and staff but does not ensure their implementation. ♦ District leadership monitors building access procedures and conditions at each school, but only notifies school leadership of any security risks observed. ♦ District leadership ensures that school councils have a school safety plan, but has not determined that all are fully implemented.	♦ The local board of education does not have policies addressing safe and effective learning environment. ♦ District leadership does not monitor building access procedures and conditions at each school. ♦ District leadership does not address school safety plans.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1i **Leadership provides a process for the development and the implementation of council policy based on anticipated needs.** **Examples of Supporting Evidence:** • School council policies and by-laws • School council meeting agenda and minutes • School council member, school staff member, district staff member and parent/family member interviews • Perception survey results • District/school comprehensive improvement plan	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership provides school councils with policy advice, information and legal assistance to carry out the responsibilities of the school council.	◆ **District leadership ensures all required policies and by-laws are in place in each school, regularly monitors their implementation and provides guidance and support to optimize school council success.**	◆ District leadership supports school councils, but does not monitor their operation or provide guidance to them.	◆ District leadership has only minimal contact with school councils.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1j **There is evidence that the SBDM council has an intentional focus on student academic performance.** **Examples of Supporting Evidence:** • School council policies • School council meeting agenda and minutes • Local board meeting minutes and agenda • Comprehensive district improvement plan • Implementation and Impact Checks • Vision, mission and belief statements • Data analysis summaries/reports • Central office staff member, school leadership and parent school council member interviews • Central office staff member calendars • School council meeting calendar	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership encourages and assists school leadership to conduct periodic self-assessments of its school council's policies and decisions to ensure their primary focus is on instructional matters that affect student academic performance.	◆ **District leadership makes systematic and frequent visits to school council activities and meetings to assure a consistent and intentional focus on instructional matters that affect student academic performance.**	◆ District leadership only occasionally attends council activities and meetings to assist them in focusing on instructional matters that affect student academic performance.	◆ District leadership does not attend school council activities and meetings.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1k **There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.** **Examples of Supporting Evidence:** • Central office staff member, school leadership and school staff member interviews • School council meeting agenda/minutes/policies • Perception survey results • Faculty meeting agenda/minutes • Resource materials/professional library • Building inspection reports • Leadership self-assessments • Documentation of professional development release time • Local board of education policies • Administrative growth plans	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership and board policy provide opportunities for all principals to share ideas and learning experiences and research instructional strategies. ◆ District leadership works directly with school councils in schools struggling to meet state and federal goals for improving student performance. ◆ The superintendent creates a team of internal staff members and external professionals to assist struggling principals in addressing needs outlined in corrective action plans. ◆ The superintendent and local board of education members participate with the principals in training to develop leadership skills.	◆ **The superintendent holds all principals accountable for student achievement.** ◆ **The superintendent and district staff effectively use the principal evaluation protocol and professional growth plan to specifically address leadership skills in academic performance, learning environment and efficiency in order to promote high student achievement.** ◆ **The superintendent takes timely action to develop corrective action plans for principals who have weaknesses that limit their effectiveness in academic performance, learning environment and efficiency.** ◆ **The superintendent and district staff members provide all principals the training necessary to effectively lead and efficiently manage, especially in schools struggling to meet state and federal goals.**	◆ The superintendent believes all principals are accountable for student achievement, but does not explicitly communicate or reinforce this expectation. ◆ The evaluation of principals is general in nature and does not obtain information on leadership skills in the areas of academic performance, learning environment and efficiency. ◆ The superintendent only develops corrective action plans for principals who have severe weaknesses that limit their effectiveness as leaders in academic performance, learning environment and efficiency. ◆ The superintendent and district staff members do not always ensure all principals have the training necessary to effectively lead and efficiently manage, especially in schools struggling to meet state and federal goals.	◆ The superintendent does not hold principals accountable for student achievement. ◆ The superintendent rarely or never evaluates principals. ◆ The superintendent rarely or never develops corrective action plans for principals who have weaknesses that limit their effectiveness. ◆ The superintendent and district staff members do not ensure all principals have the training necessary to effectively lead and efficiently manage, especially in schools struggling to meet state and federal goals.

EFFICIENCY STANDARD 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1 ORGANIZATION OF THE SCHOOL **8.1a** **There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • School council policies and procedures • School council/committee meeting agenda/minutes • School master schedules • School budgets (5 year history) • Staff member, school council member and community member interviews • Lesson plans/units of study • Curriculum documents • Schedules of events • Equipment inventory • Staff certification	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District and school leadership collaboratively review the use of all resources in each school to determine if they are being used effectively to meet the learning needs of all students and the instructional needs of staff. ◆ District and school leadership collaboratively review school organizational behavior and structure annually to identify any elements that are impeding the school's ability to meet the learning needs of all students or the instructional effectiveness of staff.	◆ **District leadership regularly monitors the use of all resources in each school to ensure they are being used effectively to meet the learning needs of all students and the instructional needs of staff.** ◆ **District leadership annually reviews school organizational behavior and structure to identify any elements that are impeding the school's ability to meet the learning needs of all students or the instructional effectiveness of staff.**	◆ District leadership occasionally will discuss with a school the use of resources to ensure they are being used effectively to meet the learning needs of all students and the instructional needs of staff. ◆ District leadership occasionally reviews school organizational behavior and structure to identify any elements that are impeding the school's ability to meet the learning needs of all students or the instructional effectiveness of staff.	◆ District leadership does not evaluate the use of resources in any school to ensure they are being used effectively to meet the learning needs of all students and the instructional needs of staff. ◆ District leadership never reviews school organizational behavior and structure to identify any elements that are impeding the school's ability to meet the learning needs of all students or the instructional effectiveness of staff.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1b **The master class schedule reflects all students have access to the entire curriculum.** **Examples of Supporting Evidence:** • School master schedules • Individual student schedules • Perception survey results • Student course requests • Individual education plans • Individual Learning Plans • School council policies and meeting agenda/minutes • Central office staff member, school staff member, student and parent/family member interviews • Local board of education staffing policy • Administrative team meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District and school leadership work collaboratively to ensure sufficient core curriculum courses are provided and staffed so all students have access to them without creating excessively large classes. ♦ District leadership provides school leadership technical assistance and resources in the design and implementation of master class schedules to ensure all students have access to the entire curriculum. ♦ Staffing allocations to schools in all schools exceed state requirements for student/teacher ratios.	♦ **District and school leadership work collaboratively to ensure sufficient core curriculum courses are provided so all students have access to them.** ♦ **District and school leadership work collaboratively to ensure the master schedule enables all students to enroll in the core curriculum.** ♦ **Staffing allocations to schools meet state requirements for student/teacher ratios.**	♦ District leadership expects school leadership to ensure sufficient core curriculum courses are provided so all students have access to them, but does not confirm it occurs at every school or provide additional staff if needed. ♦ District leadership expects school leadership to ensure the master schedule enables all students to enroll in the core curriculum, but does not confirm that it occurs at every school. ♦ Staffing allocations to schools occasionally do not meet state requirements for student/teacher ratios.	♦ District leadership does not monitor the core curriculum course offerings of each school. ♦ District leadership does not monitor the master schedule and student schedules for core curriculum access. ♦ Staffing allocations to schools do not meet state requirements for student/teacher ratios in some schools.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1c **The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.** **Examples of Supporting Evidence:** • School council staffing policy • Local Educator Assignment Data report • Perception survey results • School master schedules • Staff member, school council member and student interviews • Teacher certification documentation • Building map/classroom assignments • Instructional assistants schedule • District leadership meeting agenda/minutes • Kentucky Performance Report • Vacancy announcements • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership recruits master teachers well versed in pedagogy and content.	♦ **District and school leadership collaborate to ensure each school allocates and organizes its staff in a manner that enables it to effectively meet the unique learning needs of all its students.**	♦ District leadership expects each school to allocate and organize its staff in a manner that enables it to effectively meet the unique learning needs of all its students, but it does not ensure this occurs.	♦ District leadership does not accept responsibility for the allocation and organization of staff at the school level.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1d **There is evidence that the staff makes efficient use of instructional time to maximize student learning.** **<u>Examples of Supporting Evidence</u>:** • School council policies and meeting agenda/minutes • District leadership meeting agenda/minutes • School master schedule • Teacher schedules • Staff member and student interviews • Walkthrough observations • Schedule of special events • Field trip records • Local board of education policies • Professional library/resources • New teacher training agenda	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership uses a systematic district-wide process to provide school leadership technical assistance and resources for maximizing student learning during instructional time.	♦ **District leadership assists school leadership with resources and methods to improve classroom management practices and school organizational structures to make efficient use of instructional time to maximize student learning. District and school leadership monitor the use of the resources and implementation of the methods and make adjustments based on the changing needs of students.**	♦ District leadership occasionally assists school leadership with resources and methods to make efficient use of instructional time to maximize student learning.	♦ District leadership leaves the efficient use of instructional class time entirely to school leadership.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1e **Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time, and integrated units).** **Examples of Supporting Evidence:** • School master schedules • Staff member interviews • Comprehensive district improvement plan • Horizontal and vertical articulation meeting minutes and agenda • Lesson plans/units of study • School/district shared online folders/Web pages • Professional library/resources • Administrative staff evaluations • District leadership meeting agenda/minutes	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership provides the additional resources needed to make team planning possible and effective in and among all schools. ♦ District leadership participates in training designed to assist school leaders in learning to effectively manage the efficient use of staff planning time.	♦ **District leadership actively promotes team planning at all schools and assist school leadership in facilitation of opportunities for planning to occur vertically and horizontally.** ♦ **District leadership helps school leadership create and effectively manage the efficient use of staff planning time, including supporting itinerant staff, training or other resources as needed.**	♦ District leadership considers district-wide team planning desirable, but does not always provide opportunities for planning to occur vertically and horizontally. ♦ District leadership provides limited training and other resources to help school leadership create and effectively manage the efficient use of staff planning time.	♦ District leadership does not promote team planning. ♦ District leadership does not provide training and other resources to help school leadership create and effectively manage the efficient use of staff planning time.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1f **The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Extended school services programs and procedures • Walkthrough observation data • Mission and belief statements • School master schedules	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership provides opportunities within and outside the district for school leaders to hear ideas and learn about the experiences other schools have had with various class schedule options.	◆ **District leadership supports and provides assistance to school leadership in the design of a school schedule that provides maximum instructional time and quality instruction to accomplish the mission of the school.**	◆ District leadership encourages school leadership to design a school schedule that ensures maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school, but provides no assistance in its development or implementation.	◆ District leadership does not involve itself in the design of school schedules.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.2 RESOURCE ALLOCATION AND INTEGRATION **8.2a** **The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.** **Examples of Supporting Evidence:** • School budgets • School council policies • Budgetary procedure manuals • School council meeting agenda and minutes • School council budget committee meeting agenda and minutes • School financial reports • District and school staff member, parent/family member, parent school council member and student interviews	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership provides school leadership with budget estimates for planning purposes each year, including potential changes in staff and resource allocations that will significantly impact the schools priorities. ◆ District leadership systematically provides school councils with technical assistance and resources to enable each council to use their budgets equitably and efficiently.	◆ **The district budget process is designed to enable the local board of education to allocate money on a school-by-school basis to meet the schools' unique instructional needs.** ◆ **District leadership ensures that all school councils understand and operate within the school and district budget process by monitoring how they use their resources and provides budgeting assistance when appropriate.**	◆ The district budget process limits the ability of the local board of education to allocate money on a school-by-school basis to meet their unique instructional needs. ◆ District leadership seldom monitors or provides assistance to school councils in the use of resources and budgeting.	◆ The district budget process does not allow the local board of education to allocate money on a school-by-school basis to meet their unique instructional needs. ◆ District leadership does not monitor or provide assistance to school councils on the use of resources or budgeting.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.2b **The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • School budgets • Vision and mission statements • School council budget policies • School procedures manuals • School financial reports • Needs assessments data • District and school staff member, parent school council member and other stakeholder interviews • Administrative team meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District and school leadership collaborate to create innovative ways to use discretionary funds to increase academic achievement among all students, especially for those who require additional instructional resources to succeed. ◆ District leadership regularly reviews the use of additional resources provided to schools and makes appropriate adjustments for better efficiency in the use of district assistance.	◆ **The district budget process monitors the allocation of discretionary funds using a process that focuses only on identified student needs in each school.** ◆ **The district budget process is flexible enough that district leadership can give schools that are struggling the resources needed to meet state and federal goals.**	◆ The district monitors the allocation of discretionary funds but does not use a process that focuses only on identified student needs in each school. ◆ The district budget process constrains district leadership's ability to use discretionary funds to help schools that are struggling to meet state and federal goals.	◆ The district budget process allocates discretionary funds based on district staff priorities for these programs. ◆ The district budget process does not take into account whether a school is struggling to meet state and federal goals when allocating discretionary program funds.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.2c **School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Comprehensive district improvement plan • Local board of education policies • District procedures manuals • School council policies • School financial management procedures • School budgets • Documentation of grant awards • School council meeting agenda and minutes • District staff member, local board of education member, school staff member and school council member interviews • Local board of education meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The local board of education and school leadership examine and evaluate all funding requests based on priority needs and to what extent the requests will help improve student academic achievement. ◆ The local board of education requires regular updates on budgetary issues and the use of resources in the district, especially to support those schools struggling to meet state and federal goals.	◆ **The local board of education requires district leadership to explain the connection between elements of the proposed budget and the priorities identified in each school's improvement plan and the comprehensive district improvement plan.** ◆ **The local board of education requires district leadership to justify how the proposed district expenditures will contribute to improving student performance in each school, and especially in schools that are struggling to meet state and federal goals.**	◆ The local board of education requests assurance by district leadership that the proposed budget is aligned with the priorities identified in each school's improvement plan and the comprehensive district improvement plan. ◆ The local board of education occasionally questions how the proposed budget will contribute to improving student performance in each school, but does not give special attention to schools that are struggling to meet state and federal goals.	◆ The local board of education does not ask district leadership to explain the connection between elements of the proposed budget and the priorities identified in each school's improvement plan and the comprehensive district improvement plan. ◆ The local board of education does not ask district leadership to justify how the proposed budget will contribute to improving student performance in each school, and especially in schools that are struggling to meet state and federal goals.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.2d **State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the school/district.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • School budgets (5 year history) • Categorical program financial reports (5 year history) • School council meeting agenda and minutes • District and school staff member interviews • No Child Left Behind reports • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership consults with school leadership before making allocation decisions for state and federal programs. ♦ District leadership regularly collaborates with school leadership in the monitoring the effectiveness of categorical program resources and provides technical assistance in maximizing the use of those resources in addressing student needs. ♦ District leadership collaborates with agencies outside the district to determine additional resource allocation and integration methods for state and federal programs to address student needs.	♦ **All categorical funds are allocated to support specific student learning needs as identified through analysis of student achievement data.** ♦ **District leadership monitors and evaluates the effectiveness of categorical programs.** ♦ **Revenue from multiple sources is creatively integrated to maximize their impact on student achievement.**	♦ Some categorical funds are allocated by formula rather than on the basis of specific learning needs as identified through analysis of student achievement analysis. ♦ District leadership monitors and evaluates the effectiveness of some categorical programs, but not all. ♦ Revenue from some state and federal sources is creatively integrated to maximize their impact on student achievement, but this is not a common practice.	♦ All categorical funds are allocated by formula. ♦ District leadership monitors and evaluates the effectiveness of categorical programs only when program regulations require it. ♦ Revenue from state and federal categorical programs are kept discrete.

EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.1 DEFINING THE SCHOOL'S VISION, MISSION, BELIEFS **9.1a** **There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.** <u>**Examples of Supporting Evidence:**</u> • Executive summary of the comprehensive district improvement plan • Mission and belief statements • School council/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Perception survey results	Meets criteria for a rating of "3" on this indicator plus: ◆ The district used a consensus-building process to develop its vision, beliefs, mission and goals, actively involving representatives of all stakeholders in the process. ◆ District leadership in collaboration with representatives of all stakeholder groups developed a communication plan to disseminate the drafted vision, beliefs, mission and goal statement to the general public for input prior to the open meeting.	◆ **District leadership collaborated with representatives of stakeholder groups to develop the vision, beliefs, mission and goals of the school district.** ◆ **The drafted statements were presented to the general public at open meetings and public comment was encouraged and considered prior to final adoption.**	◆ Only a select group of stakeholders were involved in developing the vision, beliefs, mission and goals of the school district. ◆ The drafted statements were presented to the general public at open meetings and public comment was invited, but district leadership without further public involvement developed the final version of these statements.	◆ District leadership did not involve stakeholders to develop the vision, beliefs, mission and goals of the school district. ◆ The draft statements were not distributed for public comment and no public meetings were held to discuss them.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.2 DEVELOPMENT OF THE PROFILE **9.2a** **There is evidence the school/district planning process involves collecting, managing and analyzing data.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Implementation and Impact Checks • School council/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • School and district staff member, community member, parent/family member and school improvement planning team member interviews • Student work • Perception survey results • School report card • Data analysis summaries/reports • Student Information System reports • Needs assessment data • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** ♦ The district maintains a district-wide, state-of-the-art data management system that is used for ongoing data analysis, using varied sources from all schools.	♦ **District leadership collaborates with school leadership to collect data through multiple sources, including classroom assessments and analysis of student work, on which the goals and objectives, priorities and action steps of the comprehensive district improvement plan are based.**	♦ The comprehensive district improvement plan shows limited use of data on which to base the goals, priorities and action steps, or not all of these are supported by data.	♦ The comprehensive district improvement plan does not link the action steps to data or the data are superficial efforts to justify the action steps.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.2b **The school/district uses data for school improvement planning.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Written and graphical data analyses • Staff member, community member, parent/family member and school improvement planning team member interviews • Kentucky Performance Report • Comprehensive Test of Basic skills reports • Other student achievement data • Needs assessment data • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership uses current data on student achievement, demographics, growth patterns and other relevant data to develop a profile of the district over time, showing trends and shifts that help the district identify future as well as current needs that should be considered when planning for district improvement.	◆ **District leadership relies on school and district student achievement data in identifying needs and developing the goals, priorities and action steps for the comprehensive district improvement plan.**	◆ District leadership uses school and district student achievement data in identifying needs and developing some but not all of the goals, priorities and action steps for the comprehensive district improvement plan.	◆ District leadership does not rely on school and district student achievement data in identifying needs and developing the goals, priorities and action steps for the comprehensive district improvement plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.3 DEFINING DESIRED RESULTS FOR STUDENT LEARNING **9.3a** **School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.** <u>**Examples of Supporting Evidence:**</u> • Comprehensive district improvement plan • Standards-based curriculum documents • School improvement planning team meeting agenda and minutes • Central office staff member, school staff member, community member, parent/family member and school improvement planning team member interviews • School council/subcommittee meeting agenda and minutes • Professional library/resources • Scholastic audit/review reports	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The district improvement planning team cites in the plan the research on which it based it decisions about action steps. ◆ The district has an active role in collecting and analyzing the research to ensure that the district improvement planning team considers both research and standards as they determine the goals and objectives of the plan.	◆ **The district improvement planning team conducts a review of the latest educational research that has implications for student learning to guide the interpretation of data and decisions about action steps.** ◆ **The district improvement planning team considers district, state and national standards as they determine the goals and objectives of the plan.**	◆ The district improvement planning team reviews some educational research that has implications for student learning to guide the interpretation of data and decisions about action steps. ◆ The district improvement planning team considers only district or state standards as they determine the goals and objectives of the plan.	◆ The district improvement planning team does not review educational research when making decision about action steps. ◆ The district improvement planning team does not consider standards when determining the goals and objectives of the plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.3b **The school/district analyzes their students' unique learning needs.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Perception survey results • Needs assessment data • School improvement planning team meeting agenda and minutes • Central office staff member, school staff member, community member, parent/family member and school improvement planning team member interviews • Documentation of data analysis • Kentucky Performance Report • Comprehensive Test of Basic skills reports • Other student achievement data • No Child Left Behind Reports	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The district improvement planning team analyzes the disaggregated data to determine if the success rate of the identified subgroups is different from one school to another, and then uses this information to compare the characteristics of the successful schools with those less successful to sharpen the focus of the action steps in the improvement plan.	◆ **The district improvement planning team disaggregates student demographic and achievement data to identify subgroups not reaching proficiency. The disaggregated data results are used to set goals, prioritize resources and create strategic action steps to bring all the students in these subgroups to proficiency.**	◆ The district improvement planning team makes limited use of disaggregated data to identify students whose learning needs are not being adequately met.	◆ The district improvement planning team does not use disaggregated data to identify students whose learning needs are not being adequately met.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.3c **The desired results for student learning are defined.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Student Performance Level Descriptions • School and district improvement planning team meeting agenda and minutes • Staff member, school council member, community member, parent/family member and school improvement planning team member interviews • School council/subcommittee meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The desired results for student learning are quantified with both short and long-term benchmarks that are reasonable to achieve.	◆ **The desired results for student learning are clearly and concisely stated, defined in measurable terms and accompanied by benchmarks in the comprehensive district improvement plan.**	◆ The desired results for student learning are stated, but not defined in measurable terms or are not accompanied by benchmarks.	◆ The desired results for student learning are not defined.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.4 ANALYZING INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS **9.4a** **Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • School improvement planning team meeting agenda and minutes • Central office staff member, school staff and council member, community member, parent/family member and school improvement planning team member interviews • Needs assessment data • Data analysis summaries/reports • School council/subcommittee meeting agenda and minutes • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership uses at least four types of data (student learning, demographic, perception and school processes) to verify the strengths and limitations in the organizational and instructional domains to validate the goals of the comprehensive district improvement plan.	♦ **District leadership collaborates with school leadership to collect sufficient data to determine existing strengths and limitations in the instructional and organizational effectiveness of the district.**	♦ District leadership collects a limited amount of data to determine the perceived strengths and limitations of the instructional and organizational effectiveness of the district.	♦ District leadership does not collect data to identify strengths and limitations of organizational effectiveness.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.4b **The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.** **Examples of Supporting Evidence:** • Action components of the comprehensive district improvement plan • School and district improvement planning team meeting agenda and minutes • Central office and school staff member, school council member, parent/family member, school improvement team member and community member interviews • School council meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** ♦ The comprehensive district improvement plan states the goals and communicates in visionary yet practical language, both the present and desired instructional and organizational capacities envisioned for each school and the district. ♦ District and school leadership collaborate to identify milestones against which school improvement can be measured.	♦ **Goals for building and strengthening the instructional and organizational capacities of the district and its individual schools are stated in clear, concise and measurable terms in the comprehensive district improvement plan.** ♦ **District staff members assist school leadership as needed to set clear, concise and measurable goals focused on building the capacity for instructional and organizational effectiveness of the schools.**	♦ Goals in the comprehensive district improvement plan are generally stated in clear and concise terms, but they lack a focus on the instructional and organizational effectiveness of the district or its individual schools. ♦ District leadership provides limited assistance to schools in setting goals focused on the capacity for instructional and organizational effectiveness of the schools	♦ District improvement goals are not stated in clear, concise or measurable terms in the comprehensive district improvement plan. ♦ The district does not provide assistance to schools in setting goals.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.5 DEVELOPMENT OF THE IMPROVEMENT PLAN **9.5a** **The action steps for school improvement are aligned with the school improvement goals and objectives.** <u>**Examples of Supporting Evidence:**</u> • Action components of the comprehensive district improvement plan • Action components of the school improvement plans • Staff member, review team member, local board of education member and district improvement planning team member interviews • Local board of education meeting agenda and minutes • District/school improvement planning team meeting agenda and minutes • Scholastic audit/review reports • No Child Left Behind Reports	Meets criteria for a rating of "3" on this indicator plus: ◆ The action components of the district and school improvement plans are intentionally focused on equity of academic opportunity and access for all individual students as well as subpopulations. ◆ The goals, objectives and activities of school improvement plans are seamlessly integrated into the action plans of the district resulting in a uniform effort across the district to achieve continuous improvement. ◆ Activities in the comprehensive district improvement plan are validated against best practices of similar high-performing districts.	◆ **The action components of the district and school improvement plans include an intentional focus on closing achievement gaps among subpopulations.** ◆ **The goals, objectives and activities of the comprehensive district improvement plan are all aligned with and are informed by the action components of the improvement plans of the schools in the district.** ◆ **Activities in the comprehensive district improvement plan are grounded in research, sufficient to achieve the objectives and directly support school needs.**	◆ The action components of the district and school improvement plans may have an impact on closing achievement gaps among subpopulations, but the focus is not intentional. ◆ The goals, objectives and activities of the comprehensive district improvement plan are in alignment, but they are not all informed by the action components of the improvement plans of the district's schools. ◆ Activities in the comprehensive district improvement plan may be grounded in research, but are not always sufficient to achieve the objectives and may not directly support school needs.	◆ The action components of the district and school improvement plans do not include a focus on closing achievement gaps. ◆ The goals, objectives and activities of the comprehensive district improvement plan are not in alignment with school improvement plans. ◆ Activities in the comprehensive district improvement plan have no basis in research, are not sufficient to achieve the objectives and/or do not directly support school needs.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.5b **The plan identifies the resources, timelines, and persons responsible for carrying out each activity.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • School council meeting agenda and minutes • School improvement planning team meeting agenda and minutes • School council member, staff member and school improvement planning team member interviews	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The timelines established for the action components in the comprehensive district improvement plan are realistic yet do not compromise educational idealism or detract from the immediacy of impacting student performance. ◆ Abundant resources are available for all activities in the comprehensive district and school improvement plans, constructing a bridge of support between goal setting and implementation of the plans. ◆ Responsibility for implementing the action components of the comprehensive district improvement plan includes representatives of other stakeholder groups as well as school or district staff.	◆ **The timelines established for the action components in the comprehensive district improvement plan are realistic and designed to have immediate impact on student performance.** ◆ **Adequate resources are identified for activities in the comprehensive district improvement plan. Funding sources are integrated to support the plans of the district and the schools.** ◆ **The comprehensive district improvement plan specifically identifies those persons responsible for implementation of each action component along with those who will share responsibility for its implementation.**	◆ The timelines established for the action components in the comprehensive district improvement plan are not always realistic or are not always designed to have an immediate impact on student performance. ◆ Limited resources are provided for the activities in the comprehensive district improvement plan, and funding sources are not always integrated. ◆ The comprehensive district improvement plan identifies the component manager as responsible for implementation of the action rather than the specific person who will be responsible for its implementation.	◆ The timelines for the action plan in the comprehensive district improvement plan have not been established or are unrealistic. ◆ Resources are not identified for the activities in the comprehensive district improvement plan. ◆ The comprehensive district improvement plan does not specifically identify each person responsible for implementation of the action components.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.5c **The means for evaluating the effectiveness of the improvement plan are established.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Implementation and Impact Checks • School and district improvement planning team meeting agenda and minutes • Central office staff member, school council member and school improvement planning team member interviews	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership has created a "real time" process of data collection to provide current information on implementation and impact of every action component of every improvement plan in the district. ♦ District and school leadership collaborate to resolve concerns about any action components that appear not to be on schedule or have the intended impact.	♦ **District leadership has a systematic strategy grounded in research to evaluate the effectiveness of the comprehensive improvement plan.** ♦ **The local board of education requires all school councils to publicly report to and discuss with the board the progress they are making toward closing their achievement gaps and attaining the goals of their school's comprehensive improvement plans, including data on the implementation and impact of each action component in their plans.**	♦ The district comprehensive improvement plan includes a method for evaluating the effectiveness of the plan, but it is not adequate to determine effectiveness. ♦ The local board of education occasionally asks school councils to submit reports on the progress their schools are making toward attaining the goals of their comprehensive improvement plans but there is no public discussion of them.	♦ The district comprehensive improvement plan does not include a method for evaluating the effectiveness of the plan. ♦ The local board of education has never asked school councils to publicly report to the board on the progress their schools are making toward attaining the goals of their comprehensive improvement plans.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.5d **The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Central office and school staff member, school council member and school improvement planning team member interviews • Perception survey results • Needs assessment data • Mission and belief statements • School council meeting agenda and minutes • District and school improvement planning team meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The action components in the comprehensive district improvement plan are systematically reviewed for a continuous and appropriate connection with the mission and beliefs for student learning of the school and the district. ◆ The action components in the comprehensive district improvement plan have been demonstrated to yield predictable results with the target populations and are supported by research data.	◆ **The action components in the comprehensive district improvement plan are aligned with the district's mission and beliefs for student learning.** ◆ **The action components in the comprehensive district improvement plan use strategies that have been demonstrated to yield predictable results for student learning.**	◆ Some action components in the comprehensive district improvement plan are aligned with the district's mission and beliefs for student learning. ◆ Some action components in the comprehensive district improvement plan have limited probability of yielding the desired results for student learning.	◆ The action components in the comprehensive district improvement plan are not aligned with the district's mission and beliefs for student learning. ◆ Action components in the comprehensive district improvement plan are not likely to have a significant impact on student learning.

	Ratings of Performance			
Indicator	**4** *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.6 IMPLEMENTATION AND DOCUMENTATION **9.6a** **The plan is implemented as developed.** <u>**Examples of Supporting Evidence:**</u> • Comprehensive district improvement plan • Implementation and Impact Checks • Central office and school staff member, improvement planning team member and other stakeholder interviews • School council meeting agenda and minutes • District improvement planning team meeting agenda and minutes • District planning Web site	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District leadership actively and purposefully engages staffs at both the district and school levels in implementation of the district and school improvement plans. ◆ Stakeholders know the goals of the comprehensive district improvement plan and are involved in implementing the plan as developed.	◆ **District leadership provides ongoing direction, support and resources for effective implementation of the district and school improvement plans.** ◆ **All district staff members know the goals of the comprehensive district improvement plan and implement the plan as developed.**	◆ District leadership provides limited direction and support for the implementation of the district and school improvement plans. ◆ Some district staff members are aware of the comprehensive district improvement plan, but not all are involved in implementation of the plan as developed.	◆ District leadership does not provide direction and support for the implementation of the district and school improvement plans. ◆ District staff members do not have sufficient awareness of the comprehensive district improvement plan to be involved in its implementation.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.6b **The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Implementation and Impact Checks and summaries of data collected • Central office and school staff member, improvement planning team member interviews • School council/subcommittee meeting agenda and minutes • District and school improvement planning team meeting agenda and minutes • Kentucky Performance Report • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** ◆ District and school leadership collaborate in a district-wide evaluation of how all schools are achieving the goals and objectives of their respective plans to determine if any changes in district or school plans might be warranted. ◆ District leadership monitors schools for the use of implementation strategies that are relevant, appropriate, drawn from research and customized for school and district context, resulting in a high level of staff support and commitment.	◆ **District leadership examines student performance data at regular intervals to evaluate the degree to which the goals and objectives of the district plan are being achieved.** ◆ **District leadership ensures that school leadership regularly examines student performance data to evaluate the degree to which the goals and objectives of their school plan are being achieved.**	◆ District leadership only evaluates the degree to which the goals and objectives of the district plan are achieved at the end of the year and typically base the evaluation on state or nationally standardized tests scores. ◆ District leadership occasionally discusses with school leadership the degree to which the goals and objectives of their school plan are being achieved, but does monitor to determine if objective and reliable data are used in the evaluation.	◆ District leadership does not evaluate the degree to which the goals and objectives of the district plan are achieved. ◆ District leadership does not monitor the implementation and impact of comprehensive improvement plans of schools.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.6c **The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Implementation and Impact Checks and summaries of data collected • Central office and school staff member, and school council member interviews • School council meeting agenda and minutes • District and school improvement planning team agenda and minutes • Kentucky Performance Report • Perception survey results • Software Technology, Incorporated reports	**Meets criteria for a rating of "3" on this indicator plus:** ♦ District leadership makes intra-district comparisons among schools to assess the differential impact the comprehensive district improvement plan is having on classroom practices and student performance in schools with different instructional practices and student characteristics.	♦ **District leadership compares changes of student performance over time and monitors classroom practices at regular intervals throughout the year to evaluate the impact the comprehensive district improvement plan has had on classroom practices and student performance.**	♦ District leadership uses limited data analysis to evaluate the impact the comprehensive district improvement plan has had on student performance.	♦ District leadership rarely or never analyzes student performance data over time or examines classroom practices to evaluate the impact of the comprehensive district improvement plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.6d **There is evidence of attempts to sustain the commitment to continuous improvement.** **Examples of Supporting Evidence:** • Comprehensive district improvement plan • Implementation and Impact Checks • Central office and school staff member, parent/family member, and community member interviews • District and school improvement planning team agenda and minutes • Perception survey results • Samples of communications to staff and stakeholders • Media releases • District Web pages • Identified new objectives for improvement • Needs assessment data	**Meets criteria for a rating of "3" on this indicator plus:** ◆ The comprehensive district improvement plan is a working document that is regularly reviewed and modified based on information leadership receives from monitoring its implementation throughout the district.	◆ **District leadership maintains a systematic and ongoing process to measure the district's progress in achieving the goals of the comprehensive district improvement plan. Modifications to the plan are made when warranted throughout the year and approved by the board of education.**	◆ District leadership conducts an annual review of the district's progress in achieving the goals of the improvement plan, but rarely makes annual modifications.	◆ District leadership makes no effort to sustain a commitment to continuous improvement.

KERA Goals For Kentucky Schools

1. Schools shall expect a high level of achievement from all students.

2. Schools shall develop their students' ability to:
   a. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
   b. Apply core concepts and principals from mathematics, the sciences, the arts, the humanities, social studies and practical living studies to situations they will encounter throughout their lives
   c. Become a self-sufficient individual;
   d. Become responsible members of a family, work group or community including demonstrating effectiveness in community service;
   e. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
   f. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

3. Schools shall increase their students' rate of school attendance.

4. Schools shall reduce their students' dropout and retention rates.

5. Schools shall reduce physical and mental health barriers to learning.

6. Schools shall be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

Kentucky's Learning Goals And Academic Expectations
The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA
All students are capable of learning.
The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals.
All Kentucky students are expected to achieve the goals and academic expectations.

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
1.2 Students make sense of the variety of materials they read.
1.3 Students make sense of the various things they observe.
1.4 Students make sense of the various messages to which they listen.
1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
1.10 Students organize information through development and use of classification rules and systems.
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.13 Students make sense of ideas and communicate ideas with the visual arts.
1.14 Students make sense of ideas and communicate ideas with music.
1.15 Students make sense of and communicate ideas with movement.
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
Science
2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
2.3 Students identify and analyze systems and the ways their components work together or affect each other.
2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.
Mathematics
2.7 Students understand number concepts and use numbers appropriately and accurately.
2.8 Students understand various mathematical procedures and use them appropriately and accurately.
2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
2.10 Students understand measurement concepts and use measurements appropriately and accurately.
2.11 Students understand mathematical change concepts and use them appropriately and accurately.
2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
2.13 Students understand and appropriately use statistics and probability.
Social Studies
2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.21 (Incorporated into 2.16)

Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.

Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

3. Students shall develop their abilities to become self-sufficient individuals.*

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.

3.4 Students demonstrate the ability to be resourceful and creative.

3.5 Students demonstrate self-control and self-discipline.

3.6 Students demonstrate the ability to make decisions based on ethical values.

3.7 Students demonstrate the ability to learn on one's own.

4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.*

4.1 Students effectively use interpersonal skills.

4.2 Students use productive team membership skills.

4.3 Students individually demonstrate consistent, responsive, and caring behavior.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and worldview.

4.6 Students demonstrate an open mind to alternative perspectives.

Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.

5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision-making process to make informed decisions among options.

5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

SCHOLASTIC AUDIT GLOSSARY

Abundant – Present in great quantity; more than enough in size, scope, or capacity.

Academic expectations – Learning goals that characterize student achievement.

Accommodate – Changes made in the way materials are presented or in the way student respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

Achievement gap – A substantive performance difference on each of the tested areas by grade level of the Commonwealth Accountability Testing System (CATS) between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch (KRS 58.649).

Action research – Research by a practicing educator about practice in the classroom. This is educator-initiated and is school-based research.

Action steps – Activities that are reflected in the Comprehensive School Improvement Plan to address the goals and objectives of the action component.

Ad hoc groups – Committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

Age appropriate – Suitable in relation to developmental level.

Anecdotal record – A written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic, and cognitive development. This method is informal and encourages the use of a note pad, sticky notes, a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do.

Articulate – Expressing yourself or characterized by clear expressive language; express or state clearly.

Articulation – A clear and effective written or oral statement.

Articulation (as related to curriculum) – The school/district aligned curriculum must be well communicated to all stakeholders, implemented district/school wide, integrated across disciplines, and connected to real-life situations.

— **Vertical articulation** or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as "K- 2 Curriculum."

— **Horizontal articulation or alignment** indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum, and every 6th grade social studies class, every 0th grade health class, every 2th grade physics class, and so on.

Articulation agreement – A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.

Assessment – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

— **Formal assessment** – A commercially designed and produced test for elementary, middle, and high school levels that is given on a single occasion.

— **Informal assessment** – A non-standardized measurement that a teacher uses to learn what a student is able to do in a certain area. The teacher interprets the results and uses those results to plan instruction.

Assistive Technology – Any item, piece of equipment, or product system, that is used to increase, maintain, or improve functional capabilities of children with disabilities. It also includes any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

Authentic assessment – A broad evaluation procedure that includes a student's performance or demonstration, and in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect "real world" applications.

Basal textbook – A book that offers a foundation for instruction for a course or grade level that provides appropriate progression of information on a subject being studied.

Baseline data – Information collected to establish a reference point for comparison to the same data collected at a later time.

Benchmark – An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Best practices – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research, and procedures impacting teaching and learning.

Career Portfolio – A representative sampling of past experiences.

Categorical funds - Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title programs such as Title I, Title II, Title III, Title IV; special education, food services, transportation).

Classroom writing/Working folder – A collection of student writing in different stages of development from more various content areas.

Coaching – To facilitate and encourage the development of self and others through a respectful, confidential, ethical and masterful interaction towards success.

Co-curricular activities – All school-based or school-sponsored activities not part of the regular curriculum but offered for credit. The purpose of co-curricular activities is to enrich and extend the regular curriculum. For example, students learn to work collaboratively with others, to set high standards, and to strive for superior performance while playing team sports or participating in drama and music activities.

Collaboration – Direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Judy Wood, 998).

Common Academic Core – The course of study recommended for all students.

Common items – Items on the assessment taken by all students and on which individual student scores are based.

Comprehensive district improvement plan – A comprehensive district improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

Comprehensive school improvement plan – A comprehensive school improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

Computer assisted instruction – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace**.**

Cooperative learning – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

Core Content for Assessment – The content that has been identified as essential for all students to know and will be included on the state assessment.

Course syllabi – A summary outline of curriculum.

Criteria – A standard on which a judgment or decision may be based.

Critical attributes – Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement.

Critical thinking – Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

Cultural responsiveness – Teaching that uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Curriculum - An organized course of study that engages students in learning the standards that have been identified at the national, state and local level.

Curriculum alignment – Refers to the process of interpreting learning standards (*Kentucky Program of Studies*, *Kentucky Core Content for Assessment),* then developing learning objectives that are directly targeted to those standards.

Curriculum framework – The listing of outcomes (Learning Goals, Academic Expectations, Core Content for Assessment, and Program of Studies) by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Council).

Curriculum map – An outline of the implemented curriculum; what is taught and when it is actually taught.

Curriculum mapping – "is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction." (Heidi Hayes Jacobs).

Demonstrators – Expansions of the *Academic Expectations* that further define what students should be able to do as found in *Transformations.*

Developmental appropriateness - This concept of developmental appropriateness has two dimensions:

— **Age appropriateness –** Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

— **Individual appropriateness –** Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas, and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

Differentiation – A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products**.**

Discretionary funds - Sources of revenue whose expenditure is not specified in the guidelines of the allocating source (i.e., Section 7 – or what is left over after Sections 3, 4, 5, and 6 are allocated; some school activity accounts).

Distributed leadership – Giving other staff members some of the leader's current responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also shared leadership or distributive leadership.

District improvement planning team – See Improvement Planning Team.

District leadership – Leadership within the district's central office (e.g. superintendent, assistant superintendent, local board of education, etc).

District level articulations – See Articulation.

District portfolio – A purposeful or systematic collection of selected work pertaining to the district developed over time, gathered to demonstrate and evaluate progress and achievement.

District profile – See Profile.

Diverse/diversity – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement, and retention.

Efficacy – Ability to produce the necessary or desired results.

Empowerment – The process of providing stakeholders with the opportunities to make decisions.

Equitable – Having or exhibiting equity; going beyond equal educational opportunity and equal access.

Equity – A condition that occurs when a community believes in and provides access, opportunity, and fairness to all learners as demonstrated by the absence of any form of discrimination.

Essential knowledge – The fundamental skills required for all students.

Essential questions – Important ideas necessary to consider.

Evaluating/Evaluation – To determine the significance, worth, or condition and usually by careful appraisal and study.

Exemplary – Worthy of imitation; commendable.

Extracurricular activities – Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community, where no graduation credit is earned.

External criteria – The list of requirements for judging work (i.e. rubric, scoring guide).

Family literacy initiative – A national and state movement involving at-risk children and their families with sufficient intensity and duration to make sustained changes in their lives through the educational process.

Family Resource and Youth Services Centers – Centers established to provide programs and make referrals to service agencies to assist students and families in need.

Flexible grouping – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

Full implementation – The complete effect of carrying out a program, plan, or initiative.

Heterogeneous grouping – The grouping of students in classrooms on the basis of mixed abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

High performance – Schools demonstrating substantial gains.

Holistic scoring – A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards that are targeted.

Homogeneous grouping – The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

IEP – Individual Education Program for children with special needs.

Implemented curriculum – The curriculum that is actually carried out in schools or followed by the teachers and school administrators for the students.

Improvement planning team:

— **School improvement planning team –** A team of school level staff and stakeholders who are involved in school planning to meet the educational needs of students. Such activities are: data analysis, identify resources for planning and research-based instructional practices, professional development, assessments, etc.

— **District improvement planning team –** A team of district level staff and stakeholders who are involved in district planning to meet the educational needs of students.

Inclusion – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

Inclusion (as it pertains to special education) – A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Indicator – Within each of the nine Standards and Indicators for School Improvement, specific sub-sections labeled "indicators" more closely describe various aspects and perspectives of the standard in observable terms.

Individual growth plan – A professional growth plan developed by the evaluatee with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan (KRS 56. 0).

Individual Learning Plan (ILP) – A curricular plan that emphasizes academic and career development for students. A tool which helps students set learning goals based on academic and career interests.

Instructional materials – Any print, non-print, or electronic medium of instruction designed to assist students in achieving academic expectations.

Instructional practices – Methodology used by teachers to engage students in the learning process.

Integrated/Interdisciplinary curriculum – A curriculum that purposely links disciplines to each other.

Integration of technology – Incorporating the use of computers or other technical equipment into the curriculum.

Interdisciplinary – Drawing from or characterized by participation of two or more fields of study.

Kentucky Early Learning Profile (KELP) – The model assessment instrument designed by the Kentucky Department of Education to correspond with the Primary Program. The KELP instrument is designed to document a student's real learning, growth, and development during the primary years.

Kentucky Educational Television (KET) – A medium that educates and offers Kentuckians a wide range of local arts, cultural, documentary, public affairs productions, adult education programs, college credit telecourses, instructional programs, professional development seminars, and KET distance learning.

Kentucky's Learning Goals – KRS 158.6451 (Refer to Page 91)

Kentucky Performance Report (KPR) – A report that offers detailed information about school performance (academic and non-academic) on the Kentucky Core Content Tests, Writing Portfolios, Norm-Referenced Tests and other components of the Commonwealth Accountability Testing System (CATS).

Kentucky Virtual Leadership Network (KVLN) – The goal of the network is to provide Kentucky superintendents and principals access to quality professional development with a focus on whole systems improvement and creating a high-performance learning environment through technology integration.

KERA Goals – (Refer to Page 91)

Learning community – A curriculum design that coordinates two or more courses into a single program of instruction. It is an integrated approach to education in that experiences more closely parallel the way students learn and are more relevant to real world applications.

Learning environment – Any setting or location inside or outside the school used to enhance the instruction of students.

Learning results – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

Local standards – Districts may adapt standards that exceed state standards.

Manipulative – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

Mentoring – Providing support for activities in a learning process by a person who usually has more experience or expertise.

Mission – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school's progress toward its defined purposes.

Modality – The sensory styles through which people receive and process information.

Modeling – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or "thinking aloud".

Monitoring – To watch, keep track of, or check usually for a purpose.

Multicultural education – Interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

Multi-modal – Multiple modes of interaction—aural, visual and tactile—offering users the means to provide input using their voice or their hands via a keypad, keyboard, mouse, or stylus. For output, users will be able to listen to spoken prompts and audio, and to view information on graphical displays.

Non-academic data – Formally referenced as non-cognitive indicators of a school's progress (retention rate, dropout rate, attendance and school to work transition) included in the calculation of the school's Academic Index.

Nurturing school environment – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

On-demand writing prompts – Also known as "writing prompt," "prompt," "timed writing," or "directed writing". Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

Open-response items – Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Pacing guides –A planning tool that helps teachers plan the pacing of their instruction so that all tested topics are taught prior to the administration of accountability testing. A pacing guide is the outline of the intended curriculum.

Partnership – Involvement of community groups/members, parents and/or family members and students themselves in a variety of community, home and school-based partnership activities.

Peer collaboration – Students working together in a group to solve a problem.

Peer tutoring – Support in the learning environment provided by same or different aged students.

Perception survey – A collection of data from stakeholders (staff, parents, students, community, etc) in how they perceive the school/district in regards to Academic Performance, Learning Environment, and Efficiency.

Performance assessment – see Authentic Assessment.

Performance level descriptions – Performance standards for student progress across the content areas of Arts and Humanities, Math, Science, Social Studies, Practical Living/Vocational Studies, Reading and Writing, that define what we mean when we say a student has performed at the "novice," "apprentice," "proficient," or "distinguished" level. They clarify for teachers, students and parents how we evaluate student work, and they explain for students what we expect of them.

Portfolio – A purposeful or systematic collection of selected work and self- assessments developed over time, gathered to demonstrate and evaluate progress and achievement.

Process – A series of actions, changes, or functions bringing about a result.

Professional development – Processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

Proficient – Work that reflects high level understanding of standards, both content and performance.

Profile –

— **School profile** – Schools use a profile to name significant strengths, limitations, opportunities and threats facing the school and is derived from the data contained in the school portfolio.

— **District profile** – Districts use a profile to name significant strengths, limitations, opportunities and threats facing the district and is derived from the data contained in the district portfolio.

Program of Studies – A curriculum framework that incorporates core content for assessment.

Protocol – A specific set of communication rules; a detailed plan of a procedure.

Reflection – A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

Regularly – Occurring in a fixed, unvarying, or predictable pattern, with equal amounts of time or space between each one.

Reliability – The accuracy and repeatability of a measurement.

Reliable – The consistency of assessment results from an instrument over time or over a number of trials.

Resources – Sources of supply or support; an available means. Source of information or expertise.

Reviewing – The critical evaluation of material.

Rigor –The goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Rigorous – Demanding strict attention to rules and procedures; allowing no deviation from a standard.

School based decision making council (SBDM) – A council is typically composed of two parents, three teachers, and an administrator. Councils adopt policies relating to instructional materials, personnel, curriculum, extracurricular programs, and other aspects of school management. Exceptions are: successful schools that request a wavier, districts that have only one school, district-wide operated schools such as vocational and alternative, and special education schools.

School culture – The sum of the values, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to the school environment.

School improvement efficacy – The efficient operation of a school yielding positive gains.

School improvement planning team – See Improvement Planning Team.

School leadership – While primary leadership at the school level is considered to be the principal, school based decision making councils may also be considered (where appropriate) when determining levels of school leadership. Organizational structures within the school may also include, but not be limited to department chairperson(s), team leaders, committee chairperson(s), coordinators of special programs, parent organizations, support centers, the instructional team and the administrative team.

School profile – See Profile.

Scoring guide/rubric – A set of scoring guidelines to be used in evaluating a student's work.

SEEK – "Support Education Excellence in Kentucky" is the name for the state formula used by the governor and legislature in funding Kentucky's schools. This school aid formula is generally based on per pupil allocations on Average Daily Attendance (ADA). It is through the SEEK formula that schools and districts receive funding for personnel salaries, instructional materials, and other items necessary to provide schooling at the local level.

Self-assessment – An individual's evaluation of his/her own work.

Service learning – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth, and become better citizens.

Singleton – A course of which only one section is offered in the master schedule (e.g. AP Calculus, Orchestra).

Skills – The acquired abilities to perform a particular task.

Skills standards documents – Documents that describe skill standards to be assessed in the certification process. Current curriculum offered in schools should align to these standards.

Software Technology, Incorporated (STI) – A records management software for educators. This software offers a complete array of features to maintain and process school records: attendance, scheduling, discipline, grade reporting, textbook management, and more.

Staff development – See Professional development. A systematically planned, comprehensive set of on-going professional growth activities carried out over time to achieve specific objectives. The ultimate goal is increased student learning and continuous improvement for all staff as they work together to create a quality environment for all students.

Staff members – All full and part-time regular permanent employees of the district.

Stakeholder – All persons or group of people (e.g., students, staff members, families, community, partners, etc) associated with the school community that has an interest in the success of the school and its programs.

Standard(s) –

— Content standards: A description of what students need to know and be able to do.

— Performance standards: A description of how well students need to perform on various skills and knowledge to be considered proficient.

Standards-based curriculum documents – KERA charged the Kentucky Department of Education to develop guidelines to assist schools/districts in addressing that mandate to achieve reform. The following documents are the products that were created as a result of the mandate:

> *Program of Studies*
> *Transformations*
> *Core Content for Assessment*
> *Implementation Manual*
> *Student Performance Level Descriptions*
> *Learning goals/academic expectations*

State standards – This term refers to Kentucky's Learning Goals and *Academic Expectations*, designed around national standards.

Strategies – Plans and methods used by both teachers and students to approach a task.

Student Performance Level Descriptions – Descriptors by content area and by grade level that define what students should know and be able to do. They are defined at the "novice", "apprentice", "proficient", or "distinguished" level.

Student transition planning – A process that prepares students for key transition points (elementary to middle, middle to high). An example would be the Individual Learning Plan.

Student working folders – An ongoing folder where student work (in-class writing, homework, etc) is organized and maintained.

Substantive performance difference – The difference in academic performance on tests among identified groups. The difference between how a group performs compared to what is expected.

Systematic process – An organized manner of consistent ideas or principles.

Systems approach – Viewing the district or school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9).

Technology – Technology is the application of knowledge and resources to extend and enhance our human capabilities. Technology Education involves students in a broad and comprehensive manner in the human imagination, its engineered devices, tools, and processes, to build knowledge and skills.

Thematic approach to curriculum – An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are activity engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks up to several months.

Thematic units – Units of study built around a particular theme or topic that can be interdisciplinary.

Title I – Federal law and dollars for special help for disadvantaged children, from the federal law Improving America's Schools Act.

Transformations: Kentucky's Curriculum Framework, Volume I & II – This framework provides direction in the development of the local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

Transition – The passage from one stage to another.

Triangulation – A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

Units of study – Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Kentucky's *Academic Expectations*), as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

Validity – A measurement's ability to actually measure what it purports to measure.

Vision – A future oriented aspiration for the teaching and learning environment of the school.

Workbased learning – Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in a variety of elements of an industry.

Writing assessment portfolio – A selection of a student's work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.